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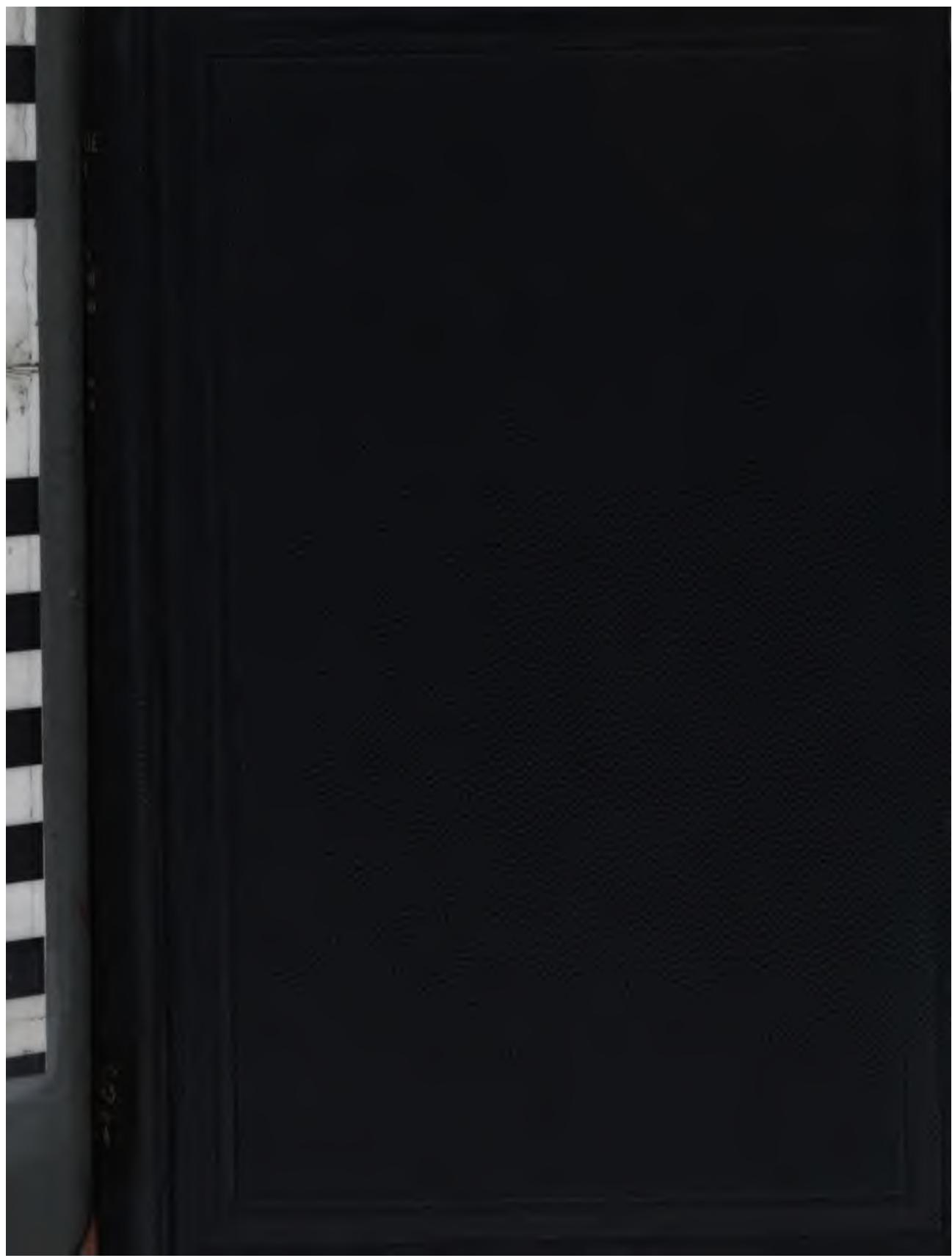
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SOUTHERN EDUCATIONAL ASSOCIATION

JOURNAL

OF

PROCEEDINGS AND ADDRESSES

OF THE

FIFTEENTH ANNUAL MEETING

HELD JOINTLY WITH

THE FLORIDA STATE TEACHERS' ASSOCIATION

AT

JACKSONVILLE, FLORIDA

DECEMBER 29, 30, 31, 1904

THE FLORIDA STATE TEACHERS' ASSOCIATION

LAWRENCE BROWN & CO., PUBLISHERS,
111 N. BROADWAY, CHICAGO.

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1904

PUBLISHED BY THE ASSOCIATION

FOR SALE BY THE SECRETARY OF THE ASSOCIATION

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CHATTANOOGA, TENN.

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CALENDAR OF MEETINGS

SOUTHERN EDUCATIONAL ASSOCIATION.

Place.	President.	Date.
I. Morehead City }	J. H. Shinn }	July, 1890
Montgomery	S. Palmer	
II. Lookout Mountain	J. H. Shinn	July, 1891
III. Atlanta	S. Palmer	July, 1892
IV. Louisville	W. F. Slaton	July, 1893
V. Galveston	W. H. Bartholomew	Dec., 1894
VI. Hot Springs	J. R. Preston	Dec., 1895
VII. Mobile	J. H. Phillips	Dec., 1896
VIII. New Orleans	Geo. J. Ramsey	Dec., 1898
IX. Memphis	Junius Jordon	Dec., 1899
X. Richmond	R. B. Fulton	Dec., 1900
XI. Columbia	G. R. Glenn	Dec., 1901
XII. Chattanooga	W. N. Sheats	July, 1902
XIII. Asheville	J. W. Nicholson	June-July, 1903
XIV. Atlanta	F. P. Venable	Dec., 1903-Jan., 1904
XV. Jacksonville	W. B. Hill	Dec., 1904

There was no meeting of the Association in 1897, because of yellow fever at New Orleans, which city had been selected as the place of meeting.

SOUTHERN EDUCATIONAL ASSOCIATION.

OFFICERS FOR 1904.

GENERAL ASSOCIATION.

President—Walter B. Hill, LL.D., Chancellor, University of Georgia, Athens, Ga.

Vice-President—Francis P. Venable, LL.D., President of University of North Carolina, Chapel Hill, N. C.

Treasurer—E. P. Burns, Member of Board of Education, Atlanta, Ga.

Secretary—R. J. Tighe, Superintendent of Schools, Asheville, N. C.

DEPARTMENTS.

SUPERINTENDENCE.

President—Supt. E. H. Mark, Louisville, Ky.

Vice-President—Supt. J. C. Compton, Leesburg, Fla.

Secretary—J. D. Gwaltney, Rome, Ga.

CHILD STUDY.

President—Prof. H. E. Bierly, Tallahassee, Fla.

Vice-President—Prin. Clem Hampton, Gainesville, Fla.

Secretary—Prof. Celestia S. Parish, Athens, Ga.

HIGHER EDUCATION.

President—Chancellor R. B. Fulton, University of Mississippi.

INDUSTRIAL AND MANUAL ARTS.

President—Prof. W. C. A. Hammel, Greensboro, N. C.

NORMAL INSTRUCTION.

President—Prof. T. J. Woofter, University of Georgia.

Vice-President—Miss Agnes Morris, Louisiana State Normal School, Natchitoches, La.

Secretary—Dr. Chas. E. Little, University of Nashville.

OFFICERS FLORIDA STATE TEACHERS' ASSOCIATION.

President—George M. Lynch, Gainesville.

Vice-President—Miss Maude Schwalmeyer, Bartow.

Secretary—J. E. Wood, Live Oak.

Treasurer—R. L. Turner, Inverness.

STATE DIRECTORS.

Alabama	J. H. PHILLIPS	Birmingham
Arkansas	JUNIUS JORDON	Pine Bluff
Florida	MISS CLEM HAMPTON	Gainesville
Georgia	W. B. MERRITT	Atlanta
Kentucky	E. H. MARK	Louisville

SOUTHERN EDUCATIONAL ASSOCIATION

7

Louisiana	J. E. KENNEY	Natchitoches
Maryland	HARLAN UPDEGRAFF	Baltimore
Mississippi	H. L. WHITFIELD	Jackson
North Carolina	W. C. A. HAMMELL	Greensboro
South Carolina	S. H. EDMUNDS	Sumter
Tennessee	CLAUDE J. BELL	Nashville
Texas	T. G. HARRIS	San Marcos
Virginia	E. C. GLASS	Lynchburg
West Virginia	D. B. PURINTON	Morganton

STATE MANAGERS.

Alabama	G. W. BROCK	Opelika
Florida	L. D. EDWARDS	Live Oak
Georgia	M. L. BRITTAIN	Atlanta
Kentucky	McHENRY RHODES	Owensboro
North Carolina	E. C. BROOKS	Goldsboro
South Carolina	E. S. DREHER	Columbia
Tennessee	G. CLINTON HANNA	Shelbyville
Texas	R. B. COUSIN	Huntsville
Virginia	P. C. STERNS	Salem
West Virginia	THOMAS C. MILLER	Charleston

LOCAL COMMITTEES.

Executive—J. W. McClung, Chairman, Tampa, Fla.; Miss Clem Hampton, Secretary, Gainesville, Fla.; Miss Carrie Brevard, Tallahassee, Fla.; Bert Fish, DeLand, Fla.; W. S. Cawthorn, De Funik Springs, Fla.; A. M. C. Russell, Brooksville, Fla.; Miss Rowena Longmire, Bartow, Fla.; T. F. Owens, Lake City, Fla.; W. C. Carn, Ocala, Fla.

Reception and Entertainment—Geo. P. Glenn, Chairman, Supt. of Public Instruction, Duval County; Duncan U. Fletcher, President of the Board of Public Instruction, Duval County; J. B. Yerkes, Commissioner, Board of Public Instruction, Duval County; M. J. Brown, Commissioner, Board of Public Instruction; W. W. Cummer, Chairman Board of Trustees, District City of Jacksonville; J. W. White, Secretary Board of Trustees, District City of Jacksonville; N. P. Bryan, Member Board of Trustees, District City of Jacksonville; W. E. Knibloe, Principal Duval High School; Miss Ellie McIver, Principal Central Grammar School; Mrs. Ella W. Richardson, Principal East Jacksonville Grammar School; Thomas Griffith, Principal Riverside Grammar School; Miss Mary McLaurin, Principal LaVilla Grammar School; Mrs. Mattie V. Rutherford, Principal Springfield Grammar School; Miss Nellie T. Myrick, Principal South Jacksonville Grammar School; E. S. Hewen, Principal Massey Business College; C. E. Garner, President Board of Trade; J. W. Archibald, Member Board of Trade; C. H. Smith, Secretary Board of Trade; Dr. W. E. Boggs, Pastor First Presbyterian Church; Dr. W. A. Hobson, Pastor First Baptist Church.

Membership and Badges—J. W. McClung and Miss Clem Hampton.

Bureau of Information, Aragon Hotel—Geo. M. Lynch, President Florida State Teachers' Association; Miss Maude Schwalmeyer, Secretary Florida State Teachers' Association.

TREASURER'S REPORT

OF THE

SOUTHERN EDUCATIONAL ASSOCIATION.

December 31, 1904.

RECEIPTS:

Balance from Treasurer's 1903 Report.....	\$572.81
Receipts at Atlanta meeting, 1903.....	250.00
Receipts at Atlanta meeting, railroad coupons	134.40
Receipts at Atlanta meeting, registration with Secretary...	204.39
	<hr/>
	\$1,161.60

DISBURSEMENTS:

Stenographer reporting Atlanta meeting.....	\$ 80.00
Supplies and postage, Treasurer	24.50
Supplies and postage, Secretary	60.72
Supplies and postage, President	23.20
Printing proceedings Atlanta meeting.....	276.50
Postage, express, distributing same and correspondence	70.85
Correspondence and advertising for Jacksonville meeting..	128.42
	<hr/>
	\$ 664.19
Balance December 31, 1904.....	<hr/> 497.41
	<hr/> \$1,161.60

Respectfully submitted,

E. P. BURNS,
Treasurer Southern Educational Association.

JOURNAL OF PROCEEDINGS
OF THE
SOUTHERN EDUCATIONAL ASSOCIATION
JACKSONVILLE, FLORIDA
DECEMBER 29, 30 AND 31, 1904, DUVAL THEATER

FIRST DAY'S PROCEEDINGS.

Thursday, December 29, 8 p.m.

Overture—"Orpheus," by the Orchestra.

President Walter B. Hill called the meeting to order shortly after 8 o'clock.

President Hill:

"Ladies and Gentlemen—This is the joint session of the Florida State Teachers' Association, convening at its eighteenth meeting, and of the Southern Educational Association, convening in its fifteenth session.

"After the invocation by Rev. Dr. Hobson, the presiding officer of the evening will be Capt. George M. Lynch, President of the Florida State Teachers' Association.

"Prayer will now be offered by the Rev. Dr. Hobson."

Almighty God, our Heavenly Father, we thank Thee that Thou hast so wonderfully and so graciously endowed man; that Thou hast given unto us noble faculties and feelings whereby we are brought into relation with one another and with Thee, our God; in intellectual and spiritual life we receive the greatest blessings and the highest enjoyments. We praise Thee for the work that men and women are doing throughout the earth; for bringing life, for doing good, for blessing men and women by teaching them right ideas of the true, the beautiful and the good. We pray Thy blessing upon these men and women who teach the children and the youth of our country. God bless them in their noble work, and we pray that as they are come together here as the guests of this city and this State, that they may be guided by the Spirit of God, that their work may be

both a blessing and a pleasure. We pray that Thou wouldest be with us in the exercises of this evening. Bless those who are to speak and those who are to hear. Grant, we pray Thee, that in all that we do on this earth we may be guided by the right spirit and that we may recognize the Hand of God in the labors of man and so may we be guided and prepared that we shall do some good in our day and generation to our fellow men. Oh, Lord, hear us and bless us in the forgiveness of all of our sins. Bring us to Thy grace forever in Christ Jesus, the True Light of the world. Amen.

President Hill:—It seems that the President of the Florida State Teachers' Association, whom I announced a few moments ago, would preside is detained, perhaps, by the over-generous bounty of Jacksonville; and I will go on with the duties of the presiding officer until he comes in.

I now have the honor of introducing Hon. Wm. N. Sheats, who will deliver the address of welcome to this Convention.

After Mr. Sheats' address, Cadet Baxter, of the East Florida Seminary, presented a gavel to Mr. Lynch, who had come in while Mr. Sheats was speaking. Mr. Lynch responded as follows:

"Mr. Baxter, I desire to thank you and through you the students of the East Florida Seminary for this token of their respect, esteem, and confidence."

Vocal solo by Mrs. Alexander Sabel.

Address of welcome on behalf of the City of Jacksonville, by Hon. D. U. Fletcher, Chairman Board of Education.

Response to address of welcome by O. B. Martin, State Superintendent of South Carolina.

REPORT OF THE COMMITTEE ON THE AIMS, PURPOSES AND POLICY OF THE SOUTHERN EDUCATIONAL ASSOCIATION.

The committee appointed to make report upon the aims, purposes and policy of the Southern Educational Association respectfully submits the following and recommends its adoption:

The Southern Educational Association does not owe its existence to any sectional sentiment or narrow view of the character and importance of the work of education. The leading spirits in the organization and the work of this Association have been active participants in the work of National and of State and local educational associations, and have put forth their best efforts wherever there has been need for combination of educational forces, moved as they have been by a deep consciousness of the great need for a wider scope in the beneficent work of education, and an apprehension of the special needs of the section in which we live.

The educational history of our section, and the unprecedented social

and economic changes which have come within the memory of the present generation to the Southern States, have given them a community of interest in educational matters such as belongs to no other group of states in the American Union.

The impoverishment of our endowed and private schools, which in the days of the South's greatest prosperity afforded for the more favored of our people satisfactory educational facilities, and the passing from that educational system to a system of schools supported by the people and framed to meet the needs of all citizens and the demands of this twentieth century, have rendered necessary educational changes radical as to principles and revolutionary as to methods.

The sparseness of our rural white population in the mountain regions, and in many other sections, is associated with a paucity of educational facilities and a lack of efficiency in the rural schools that finds no parallel elsewhere in our country.

The enfranchisement of the negroes added to the citizenship of these states a generation ago an unexampled burden of illiteracy, the mode of relief from which it has been and is our duty to determine and to accomplish.

In developing our new systems for municipal, county and state educational work, the experience of the world elsewhere has been only to a certain degree helpful. Whatever of good in theory or in practice we have found elsewhere it has been necessary by careful study and experiment to adapt to the peculiar social and economic conditions surrounding us. While recasting and reforming our educational work, we have been under the stress of that pinching poverty which forbade the prompt rejection of inefficient systems because we had not ready anything better with which to replace them.

In giving form even to local schools in favored municipalities there has been need of a special genius in each community to solve the local problems involved in the support and management of these schools.

The effort to provide rural schools in any sense worthy of the need has disclosed from the Appalachian mountain section to the pine woods of Georgia, Florida and Mississippi, and even in the rich delta of the Mississippi, difficulties that are almost the despair of those who know what efficient school management means.

To these difficulties, affecting primarily the development of the schools for the white race, is added the enormous burden of responsibility entailed upon the white race by the presence of the negro, and the necessity for preventing his degradation and helping him to a better and more useful life.

The conditions named have marked the section in which we live with a degree of illiteracy that is appalling. The South holds 24 per cent. of the native white population of the country, and 64 per cent. of the native white illiteracy of the country. To this is added the enormous and dangerous burden of negro illiteracy.

While we heartily appreciate the interest and sympathy of philanthropists everywhere, and value most highly the help and encouragement of patriots throughout our entire country, we recognize our special responsibility involved in the fact that the educational salvation of the Southern States depends primarily upon those who toil in educational endeavor within these states. The problems confronting us are too complex to be easily understood by study at a distance, too delicate for unsympathetic handling, and too great for anything less than united effort to be effective in their solution. In dealing with the problems relating to rural schools on which depend for education 80 per cent. of our children, we need in

each state to profit by the successful or the unsuccessful experience of our neighbors. We cannot afford to repeat disastrous experiments with the opportunity for education that comes once in the life of each child. In dealing with the municipal schools, graded schools, high school and college work, as to co-ordination and methods we need to know at once what can and what cannot be effectively carried out under our conditions, and as to efficiency, we need to help each other to higher and better things.

And when we have strengthened our faith and hope by mutual counsel regarding the work of education for the white race, we need to look well to that other work for which, whether we wish it or not, we are held responsible to the world and to our posterity—the training of the negro race. To this work millions of dollars have been given annually from the taxes paid by white citizens. We have been prone to think our duty done when this money has been spent, without regard to the mode of expenditure or to the results accomplished. The quality of the training that is given to this race will make or mar the peaceful solution of the great problems involved in the joint residence here of the two races. We have made as yet no general study of educational efficiency in the administration of these funds. The same methods, the same topics of study, the same books and appliances are used for the negro as for the white race, neglecting totally the different capacity, different domestic environment and the future opportunities of the negro race. These conditions present difficulties which we must bravely face or expect our educational work to fall short of the results desired.

To study and discuss the problems and policies with which we who live and work in the Southern States are concerned, to compare the experiences of each so that they may be profitable to all, to investigate conditions and needs peculiar to our own section, to publish for the information of all the results of the study and work of those who can skillfully investigate the problems which specially concern our section, and to encourage each other in these efforts to which our highest duty calls us in the great work that is ours, are the aims of the Southern Educational Association.

Its policy is not antagonistic to any sound educational effort, nor to any other educational organization. It welcomes sympathy, counsel and help in the work that belongs primarily to educators in the South. To this work of the Association for better education, intellectual and moral and industrial, in the States in which we live every sentiment of patriotism urges us. In carrying it on we invite the co-operation of every teacher and of every patriotic citizen. The published proceedings of the Association embody the results of the best thought upon educational work in the South, and should be read by every progressive teacher. The benefits of membership in the Association are most fully realized by those who know from experience the great advantages that come from personal intercourse and interchange of opinions at its meetings.

We understand fully that the educational needs of any section of our country must be considered in their relation to those larger elements of nationality, to which they most vitally contribute. Nationality is the unit of measurement with which our diverse local conditions and sectional needs must be compared. The American ideal of democracy embraces historical, political, economic and ethical elements, which largely determine our sectional requirements. However widely the educational needs of the south may differ from those of other sections, they are still, in an important sense national needs, and must be considered in the light of national ideals, and in the spirit of that broad patriotism which regards sectional problems as elements in the life of the nation.

The maintenance of an efficient educational system requires as its first condition a stable industrial system, and a ratio of wealth to population that will justify the needed expenditure. The establishment of a new industrial system upon the ashes of the old in the South required courage of a higher order than that displayed upon the battlefield. The task at first seemed hopeless. But in the decade beginning with 1880, and since, the marvelous industrial revival in the South, resulting in the development of tax values, through her mining and manufacturing, her railroad building and her agricultural interests, has inspired her people with a new faith and a larger hope, and has rendered more imperative the responsibilities of those who are charged with the training of the young by placing unlooked for opportunities and possibilities in their hands.

With the advantage that has come from the development of higher and better aspirations in many parts of our section, and with the dawning of a larger material prosperity, we are able to look forward hopefully in our striving for better rural and municipal schools, and for such adaptation of policies and methods as shall make all our schools more efficient agents in shaping the moral, intellectual and social life of our people, and in opening all the doors of opportunity to the youth of our land.

Fully in accord with the patriotic motives that led to the organization of the Southern Educational Association, deeply conscious of the need for such patriotic endeavor as the Association encourages for the betterment of educational conditions, and assured that the opportunities for helping forward by our united efforts the cause of education and all that depends upon it in this section were never so great as now, we cordially urge every teacher, every one concerned with school administration, every patriotic citizen of our country, who values the moral, intellectual and social welfare of our people, to take part with us in the work of this Association.

Respectfully submitted,

ROBERT B. FULTON, *Chairman*,
J. H. PHILLIPS,
CHARLES McIVER,

Committee.

Secretary Tighe made announcements relative to the meeting place of the several departments, registration, admission, by badges, excursions, and meetings of the Florida State Teachers' Association.

Address by Capt. George M. Lynch.

Address by President Walter B. Hill.

Meeting adjourned.

SECOND DAY'S PROCEEDINGS.

Duval Theater, Friday, December 30, 9 a.m.

The meeting was called to order by the President.

The Secretary made a report of his work for the past year.

Superintendent Landrum, of Atlanta, moved the adoption of the Report of the Committee on Aims and Purposes, presented at yesterday's meeting, including a vote of thanks to the committee for its work. The motion was unanimously carried.

The Report of the Committee on Constitution and By-Laws was presented by Chancellor Fulton in the absence of the Chairman, J. H. Phillips. Following is the Report:

PREAMBLE.

To promote the interests of popular education in the Southern States, by elevating the teaching profession, and securing to all the children the benefits of an efficient public school, the Southern Educational Association adopts the following

CONSTITUTION.**ARTICLE I.—NAME.**

This Association shall be known as the Southern Educational Association.

ARTICLE II.—MEMBERSHIP.

Teachers and friends of education may become members of this Association, entitled to all its rights and privileges, upon the payment of the annual membership fee of two dollars.

ARTICLE III.—OFFICERS.

SECTION 1. The officers of the Association shall be a President, three Vice-Presidents, a Secretary, a Treasurer, a Board of Directors, and an executive Committee, all of whom shall hold office for a term of one year, or until their successors are elected, except, as hereinafter provided.

SEC. 2. The President, Vice-Presidents, Secretary, Treasurer, and Board of Directors shall be chosen by the members of the Association, by ballot, unless otherwise ordered, at the morning session of the last day of the annual meeting.

SEC. 3. The President shall preside at all meetings of the Association and of the Board of Directors and shall perform such other duties as usually devolve upon a presiding officer. In case of his absence or disability the Vice-Presidents, in order, shall preside, and in the absence of the President and all the Vice-Presidents, a chairman *pro tempore* may be elected.

SEC. 4. The Secretary shall keep a full and accurate report of the pro-

ceedings of the Association and of all meetings of the Board of Directors, and shall conduct such correspondence as the Board of Directors or the Executive Committee may assign.

SEC. 5. The Treasurer shall receive and hold in safe keeping all the funds of the Association, and shall expend the same only upon the order of the Board of Directors. He shall keep an exact account of all receipts and expenditures, preserve all vouchers, and make a full report to the Board of Directors on the first day of the annual meeting, which report shall be audited by a committee appointed by the said Board of Directors and submitted to the Association for approval.

SEC. 6. The Board of Directors shall consist of all past presidents of the Association who may be living, and of all future presidents immediately upon their election, who shall be enrolled as life directors, together with one member from each state represented, to be elected by the Association for a term of one year.

SEC. 7. It shall be the duty of the Board of Directors to determine the time and place of meeting, to make all the necessary arrangements for the meetings of the Association and of its departments, to order all expenditures of money, to provide for the general programs, to fill all vacancies in department offices, and to have in charge the general interests of the Association.

SEC. 8. The Executive Committee of the Board of Directors shall consist of the President, First Vice-President, Secretary, and Treasurer, who shall be ex-officio members of said Board. It shall be the duty of the Committee to carry into effect the determinations of the Board of Directors.

ARTICLE IV.—MEETINGS.

SEC. 1. The annual meeting of the Association shall be held at such time and place as shall be determined by the Board of Directors.

SEC. 2. Special meetings of the Association may be called by the President at the request of six members of the Board of Directors.

SEC. 3. The Board of Directors shall hold its regular meetings at the place and during the time of the annual meeting of the Association.

SEC. 4. Special meetings of the Board of Directors may be held at such other times and places as the Board or the President may determine.

SEC. 5. Each new Board of Directors shall organize prior to the adjournment of the meeting at which it is created. At this meeting it shall appoint a committee on publication, consisting of the President and Secretary of the Association for the previous year, and one member from each department.

ARTICLE V.—DEPARTMENTS.

SEC. 1. The Departments of the Association shall be such as may be regularly admitted by the Board of Directors.

SEC. 2. Each Department shall have a President and a Secretary, and such other officers as may be desired, provided that all officers shall be members of the Association.

SEC. 3. Each Department may adopt such rules and regulations as shall not be in conflict with the Constitution and By-Laws of the Association.

ARTICLE VI.—BY-LAWS.

By-Laws not in conflict with this Constitution may be adopted at any regular meeting by a two-thirds vote of the members present.

ARTICLE VII.—AMENDMENTS.

This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present; or by a two-thirds vote of the members present, provided that the alteration or amendment shall have been substantially proposed in writing at a previous annual meeting of the Association.

BY-LAWS.

1. The following Committees shall be appointed by the President: A Committee on Resolutions, a Committee on Necrology, and a Committee on Nominations, each consisting of seven members.

2. No paper, lecture or address shall be read before the Association in the absence of its author, nor shall such paper, lecture or address be published in the Proceedings, without the unanimous approval of the Board of Directors.

3. All papers presented at the annual meeting shall be the property of the Association, and copies of the same must be placed in the hands of the Secretary before the close of the annual meeting, in order to insure its publication in the volume of proceedings.

4. The Constitution and By-Laws shall be published with the Proceedings of each annual meeting.

W. H. HILL,
J. H. PHILLIPS,
R. B. FULTON,
R. J. TIGHE,
Committee.

At the conclusion of the reading of the report Supt. J. V. Harris, of Key West, moved its adoption, seconded by Dr. Johnson, of the University of Mississippi. The motion carried unanimously.

The following State Superintendents made short reports of the most conspicuous points of progress in their respective fields:

W. B. Merritt, of Georgia.
Isaac W. Hill, of Alabama.
O. B. Martin, of South Carolina.

As Superintendent Miller, of West Virginia, was absent, President D. B. Purinton, of the University of West Virginia, was called upon by President Hill to represent his state, which he did in a short address.

As Mr. E. P. Burns, Treasurer, was not present at the proper time for his report he was permitted to make it at this point in the program.

President John W. Abercrombie, of the University of Alabama, read a paper on "Summer Schools for Teachers."

President Sledd, of the University of Florida, read a paper on "Compulsory Education."

President Charles D. McIver, of the North Carolina State Normal, read a paper entitled, "The Forward Movement in North Carolina."

Miss Edith Royster, of Peace Institute, Raleigh, N. C., addressed the meeting on "School Improvement in North Carolina" in the absence of the regular speaker, Mrs. W. R. Hollowell.

President J. A. B. Sherer, of Newberry College, gave an address on "The Schools as a Check on Lawlessness."

President Hill announced the following committees:

NOMINATING COMMITTEE—E. S. Dreher, Chairman; J. H. Van Sickie, I. W. Hill, J. G. Kellum, T. B. Hamby, Miss Edith Royster.

COMMITTEE ON RESOLUTIONS—Supt. M. L. Brittain, J. W. Johnson, W. B. Bonnell, J. M. Pound, F. H. Gaines, Miss Clem Hampton.

COMMITTEE ON NECROLOGY—J. C. Compton, J. M. Stephenson, J. A. B. Sherer.

The morning session adjourned.

AFTERNOON SESSION

Duval Theater, Friday, December 30, 8 p.m.

The meeting was called to order by President Hill.

Piano solo by Mrs. Charles Davis.

Address—"Industrial Education"—Hon. P. W. Meldrim, Chairman Georgia State Industrial College.

Address—"The Education of the Masses"—Hon. Charles B. Aycock, Governor of North Carolina.

The evening session adjourned.

THIRD DAY'S PROCEEDINGS.

Dural Theater, Saturday, December 31, 9 a.m.

Capt. George W. Lynch, president of Florida State Teachers' Association, presiding.

Piano solo by Mrs. Arthur Vance.

Report of Committee on Consolidation of Schools, by Supt. George P. Glenn, Chairman, of Jacksonville.

The following officers were reported elected for the Department of Industrial and Manual Arts which met in Duval Theater last evening after adjournment of their general session:

President—Dr. J. W. Johnson, of the University of Mississippi.

Secretary—Prof. F. P. Ensminger, of Rollins College, Florida.

Supt. A. M. C. Russell presided at the meeting.

Prof. L. W. Bucholz, of the Florida State College, read a paper on "Character Building Through Instruction."

A paper entitled "Are We Using the Natural Forces Around Us?" was read by Miss Anna E. Chaires, President Kindergarten Department of the Florida State Normal School.

Mrs. Frances N. Clayton, of Tampa, read a paper on "The High School—Its Position and Influence."

Report of the Committee on Nominations, by Supt. E. S. Dreher, Chairman.

REPORT OF THE NOMINATING COMMITTEE.

President—Dr. Charles D. McIver, President State Normal and Industrial College, Greensboro, N. C.

First Vice-President—President John W. Abercrombie, State University of Alabama.

Second Vice-President—Mr. Lawton B. Evans, Superintendent Public Schools, Augusta, Ga.

Third Vice-President—Dr. James A. B. Scherer, President Newberry College, Newberry, S. C.

Secretary—Mr. R. J. Tighe, Superintendent Public Schools, Asheville, North Carolina.

Treasurer—Mr. E. P. Burns, Atlanta, Ga.

DIRECTORS.

Maryland—Mr. Harlan Updegraff, Principal Girls' Latin School, Baltimore.

Virginia—Principal Harris Hart, Roanoke.

West Virginia—President D. B. Purinton, Morgantown.

North Carolina—Miss Edith Royster, Raleigh.

South Carolina—Principal J. W. Gaines, Hartsville.

Georgia—Mr. L. M. Landrum, Assistant Superintendent Schools, Atlanta.

Florida—Miss Clem Hampton, Department of Education, Tallahassee.

Alabama—President C. W. Danette, State Normal College, Jacksonville.

Mississippi—Chancellor R. B. Fulton, University of Mississippi, University.

Tennessee—Prof. H. E. Bierly, Chattanooga.

Kentucky—Prof. J. M. Guilliams, Bowling Green.

Louisiana.

Texas.

Arkansas.

Missouri.

E. S. DREHER,
J. H. VAN SICKLE,
J. S. STEWART,
I. W. HILL,
J. G. KELLUM,
T. B. HAMBY,
MISS EDITH ROYSTER,
Committee.

Superintendent Harris, of Key West—"I move the adoption of the report."

Seconded by a member.

President—"It is moved and seconded that the report as read be adopted. Are you ready for the question? Those in favor of the adoption of the report of the Committee as read signify the same by saying 'aye'; contrary, 'no.' "

Motion carried unanimously.

Secretary Tighe—"The officers and directors of the Southern Educational Association are requested to meet at the Aragon Hotel at 3 p. m. today."

President F. P. Venable, of the University of North Carolina, addressed the meeting on "The Mission of the Teacher."

Dr. J. W. Johnson, Chairman of the Committee on Resolutions, presented the following report:

REPORT OF THE COMMITTEE ON RESOLUTIONS.

We confess that our Association is still laboring under the disadvantages, which we recognized in its incipiency, and that it is hedged in by difficulties, embarrassing at times; nevertheless we adhere to our first principles and policy, and, emboldened by past success, we have unbounded confidence in yet greater achievements. There are many advances now to be made, and many improvements demand our prompt and determined action. The trend of sentiment among us at this meeting, points to aggressive movements along many lines; and inspires us to enunciate as our resolutions, as we begin another year, the following, viz.:

1. We recognize on the question of national aid to education a national question with local bearing of peculiar interest to the South. It is gratifying to find the view advanced at the last meeting of the Association advocated by the President of Harvard University with a frank and generous recognition of the Southern situation in his statement that "efficient national aid to education could only be given through existing local agencies and such help should be given to meet the peculiar burdens those agencies now have to bear, because of the expedient social separation of the races." We deprecate any revival of the Blair Bill, but we find in the Morrill Bill, which now provides for national aid to agricultural and industrial education, an existing and long established system for such education of collegiate grade, recognizing the principle of local control and adaption to local conditions. Under the limitations set forth in the annual address of our President at this meeting, we would approve the extension of these forms of education to schools below collegiate grade, so that the benefits of such training might be more widely diffused. Such a measure would be democratic, in the best sense, and promotive of the welfare of the nation in all sections.
2. That while teaching by use of books, and by manual and industrial arts, is the foundation of all our intellectual development, yet below and along with this, moral training must receive constant and careful attention; a proper respect for law and order must be continually inculcated as a primal and fundamental principle. Young people must be taught that mob law is a savage degradation and horrid prostitution of the fundamental principles of civilization and justice.
3. That compulsory attendance by law is right in itself, and should be the law of the land, in order that equal educational advantages may be meted out to all, and that humane protection against excessive child-labor in factories and fields, may be permanently and effectively guaranteed.
4. That a proper grading and correlating of all school work should be so adjusted that the state shall not compete with itself, and, thereby waste its energies, by furnishing duplicate or lapping courses; as, for example, in furnishing the same grade of work in public schools and in state schools for higher education.
5. That the principle of local taxation should be discussed freely and

frankly with taxpayers; and their favor and co-operation secured whenever possible; that longer terms and consolidation of schools should likewise be encouraged and inaugurated, as fast as public sentiment can be won in their favor.

6. That we cordially commend the efforts, whenever made, to organize or enlarge school libraries, most especially in rural districts; since their well-directed use is, in our judgment, one of the most potent and effective means of propagating learning and broadening scholarship.

7. That the thanks of the Association are due and hereby tendered to the various officers for their care, skill and ability shown in the preparation of the programs and selection of speakers and other participants in our important work. While all have done their duty nobly, we specially recognize the energy, wisdom and untiring fidelity of our President and Secretary in the discharge of their many and arduous duties.

8. That we express our gratitude to the Board of Trade of Jacksonville for the manner in which it has provided for the comfort and pleasure of the members and for the generous way in which it has defrayed the expenses of advertising, furnished meeting places and otherwise aided in the work of the Association.

9. That to the various local committees of Jacksonville we owe a debt of gratitude for their careful forethought, efforts, and expense to make our visit pleasant and profitable, and to the people of Jacksonville, generally, for the many acts of kindness, and to all hotels for their delightful service and especially to the Aragon, Association Headquarters, for the many courtesies shown us.

10. That we gratefully recognize the courtesy of the various railroads for the reduction of rates granted us, the kind treatment of the officials, and the prompt and comfortable service rendered.

11. That we congratulate the Florida State Teachers' Association on their happy alliance, on this occasion, with the Southern Educational Association, and that we believe that mutual good and helpfulness have resulted from the union.

J. W. JOHNSON,
MISS CLEM HAMPTON,
JERE M. POUND,
W. B. BONNELL,
Committee on Resolutions.

On motion made and carried the report of the Committee on Resolutions was adopted as read.

Address—"The Demands for Science and Technology in the South"—Dr. J. W. Johnson, of the University of Mississippi.

At this point Chancellor Hill took the chair.

Announcements by the Secretary.

Mr. E. P. Burns presented a formal invitation to the Association to meet in Atlanta in 1905.

President Hill declared the joint session of the Association adjourned.

R. J. TIGHE, Secretary.

MINUTES OF THE BOARD OF DIRECTORS FOR 1905.

JACKSONVILLE, Fla., Dec. 31, 1904.

The new Board of Directors of the Southern Educational Association met in the Aragon Hotel at 3:30 p. m., Dec. 31, 1904.

The meeting was called to order by President Charles D. McIver.

The following members were present: Charles D. McIver, Walter B. Hill, Francis P. Venable, John H. Hinemon, L. M. Landrum, J. M. Guilliams, R. B. Fulton, Harris Hart, E. P. Burns, Miss Clem Hampton, H. E. Bierly, Miss Edith Royster, R. J. Tighe.

The Secretary read the duties of the Board of Directors as outlined in the new Constitution.

On motion, it was agreed to leave the appointment of officers for the Department of Higher Education to the President.

Mr. Burns spoke in favor of establishing a Department of Administration for school officials and others interested.

On motion it was decided to organize for the next meeting such a department with E. P. Burns as Chairman.

On motion it was decided that the expenses of the general officers and the stenographer for the Jacksonville meeting be defrayed from the funds of the Association.

The Treasurer made his report to the Board of Directors.

Superintendent Landrum presented an invitation to meet in Atlanta during Thanksgiving week, 1905.

The Secretary stated that he had increased the membership by eighty by correspondence after the Atlanta meeting last year. He was directed to continue this work during the coming year.

On motion the general program for the next meeting was left to the President, who asked for suggestions and assistance from the other members of the Board.

Chancellor Fulton moved that the next meeting be held during Thanksgiving week. Seconded by President Venable.

Superintendent Guilliams thought a Thanksgiving meeting would prove a failure unless the schools and colleges should co-operate. He thought it better to join with some State Associa-

tion and hold the meeting during the Christmas holidays. He moved to amend the motion by leaving the decision of time to the Executive Committee. Seconded by Chancellor Hill.

Superintendent Hinemon suggested that this be done with the recommendation that Thanksgiving week be chosen if found practicable.

The motion carried as amended.

Mr. Hart believed that school boards could be influenced to give the day following Thanksgiving as a holiday and thereby enable many teachers to attend the meeting.

Superintendent Guilliams suggested that this might be effected through the State Superintendents by the program committee.

Superintendent Hinemon invited the meeting to Arkansas for 1905, saying that it was ten years since the Association met west of the Mississippi river.

Chancellor Hill stated that he understood Nashville desired the next meeting.

Dr. McIver reported that Birmingham had also asked for it.

On motion made by Superintendent Guilliams and seconded by President Venable, it was agreed to leave the selection of the place of the next meeting to the Executive Committee.

On Superintendent Guilliams' motion, the Executive Committee was empowered to do whatever it deemed best for the general good of the Association.

Chancellor Hill moved that Governor Aycock be paid fifty dollars as an honorarium in addition to what he had already received.

After some discussion, the motion was seconded by Superintendent Hinemon and carried.

The meeting adjourned.

R. J. TIGHE, Secretary.

M I N U T E S
OF THE
FLORIDA STATE TEACHERS' ASSOCIATION
HELD AT JACKSONVILLE, FLORIDA
DECEMBER 29 TO 31 1904

As this was a joint meeting of the Southern Educational Association with the Florida State Teachers' Association, and the Southern Educational Association furnished a secretary for the entire session, with the exception of the business meeting of the Florida State Teachers' Association, the secretary of the Florida State Teachers' Association did not keep a record of any of the proceedings except the business meeting, which was held in the Board of Trade Auditorium on the evening of Dec. 30, 1904.

JACKSONVILLE, FLA., DEC. 30, 1904.

The business meeting of the Florida State Teachers' Association was held in the Board of Trade Auditorium, Dec. 30, 1904. The meeting was called to order at 3 o'clock p. m. by President Geo. M. Lynch.

The order of business as taken up was as follows: The committee consisting of the following members of the association, Geo. M. Lynch, J. E. Wood and R. L. Turner, were granted more time in which to revise and publish the Constitution and By-Laws of the Association. Said committee are to have the same printed and ready for distribution between this meeting and the next annual meeting of the Association in 1905. The cost of said printing to be paid for out of the treasury of the Florida Educational Association when the bill is properly audited and approved by the Executive Committee of said Association.

The following resolutions were adopted by the Association:

First—Resolved. That the name of the Florida State Teachers' Association be changed to the Florida Educational Association.

MINUTES—FLORIDA STATE TEACHERS' ASSOCIATION 25

Second—That the Treasurer of the Association is authorized to pay all bills of the Association when approved and audited by the Executive Committee of the Association. That any article of the Constitution in conflict with this is hereby repealed.

Third—In view of the fact that no permanent minutes of the Association are kept, no register of the teachers of the State are available, and that no effort is made to collect the dues of the members not attending, and that the duties of the Chairman of the Executive Committee are of such a nature that the Secretary could relieve him of much work,

Resolved, That the Secretary of the Association be instructed:

1. To make and keep permanent records of the annual meetings.
2. That he prepare and keep a register of all of the teachers of the State.
3. That he make an earnest and persistent effort to collect dues from all members not present at the annual meeting, and to increase the membership of the Association as much as possible.
4. That he render such assistance to the Executive committee as it may require, and that he shall receive reasonable compensation for his services.
5. That the compensation as mentioned in resolution four be left to the discretion of the Executive Committee of the Florida Educational Association.

J. W. McClung.

W. D. Carn,

W. Stanmore Cawthon,
Committee on Resolutions.

The Committee on Handicraft was continued. The members of the committee are as follows:

Supt. A. M. C. Russell, Chairman, Brooksville, Fla.

Prof. P. W. Ensminger, Secretary, Winter Park, Fla.

Miss Mabel Riddell, DeFuniak Springs, Fla.

Miss Fannie Turner, Inverness, Fla.

Supt. R. L. Turner, Inverness, Fla.

Principal W. E. Knibloe, Chairman sub-Committee on Exhibits, Jacksonville, Fla.

President A. A. Murphree, Tallahassee, Fla.

Principal W. B. Cate, Jasper, Fla.

President Andrew Sledd, State University, Lake City, Fla.

Principal J. E. Guisinger, St. Petersburg, Fla.

Prof. W. L. Osterhout, Leesburg, Fla.

Principal W. W. Hall, Miami, Fla.

Miss Wicker, Tampa, Fla.

Mrs. R. B. Rutherford, Jacksonville, Fla.

OFFICERS FOR 1905.

President, A. A. Murphree, Tallahassee, Fla.

Vice-President, Mary Sidney Johnston, Tampa, Fla.

Secretary, J. G. Kellum, Gainesville, Fla.

Treasurer, J. W. McClung, Tampa, Fla.

EXECUTIVE COMMITTEE.

One Year—Miss Clem Hampton, Tallahassee, Fla.; Miss Carrie Brevard, Tallahassee, Fla.; T. H. Owens, Lake City, Fla.; Bert Fish, Deland, Fla.

Two Years—W. S. Cawthon, DeFuniak Springs, Fla.; W. D. Carn, Ocala, Fla.; H. G. Kennedy, Mulberry, Fla.
 Three Years—R. M. Ray, Florida; G. F. Scott, Stark, Fla.

FINANCIAL REPORT OF THE TREASURER.

Receipts for 1904.

To Check, Supt. Ellis Geiger, Ex-Treasurer	\$ 45 19
To Cash, Lake City, Fla.	67 00
To Railroad Coupons	137 00
To Railroad Coupons and Ticket Forms Refused	88 00
 Total Receipts	 \$332 19

Disbursements for 1904.

By Paid Railroad Forms Denied.....	\$ 88 00
By J. W. McClung, Chm. Ex. Com., postage and printing	21 65
By J. W. McClung, Letter Heads	9 00
By R. L. Turner, Ex. Sec. Books, postage	6 85
By Geo. M. Lynch, Incidentals	6 00
By Dr. C. A. Murray, Board Hotel Blanche	4 50
By Dr. C. A. Murray, Lectures	75 00
By Josiah Varn, trip to Tampa, for rates	6 75
By Distribution of Literature.....	3 45
By Balance on hand	115 99
 Total Disbursements	 \$332 19

R. L. TURNER, *Treasurer.*

Miami was selected as the next place of meeting of the Florida Educational Association.

There being no further business the Association adjourned to meet in Miami on date to be fixed by the Executive Committee.

J. E. WOOD,
 Secretary of Florida State Teachers' Association for 1904.

ADDRESS OF WELCOME.

HON. WM. N. SHEATS, State Superintendent of Public Instruction, Florida.

(Stenographic Report.)

Teachers of the Southern Educational Association and Florida State Teachers' Association:

I had no idea that I would be called upon to fill the place of Governor-elect Broward here to-night, since I noticed on the program, and then in the papers, that he would deliver the address of welcome on the part of the state to-night. Some four or five days ago, in the midst of house-cleaning, many board meetings and preparations to vacate, I received a telegram to be present for this occasion to speak a word of welcome. I knew that I would have no opportunity to make a studied welcome, so, Mr. President, whatever welcome we extend to-night will be spontaneous, free, honest and from the heart.

Now, we have not invited you down here to our house, our home, to make any boast; we do all our boasting away from home. Certainly you are welcome. We are glad to have you with us. We hope you will come oftener and we do not propose to measure your welcome by our words, but by deeds. We hope that you will stay long enough that we may demonstrate to you how welcome you are. I don't know whether you realize it or not, but it seems to me that the climate has a great deal to do with hospitality, and we in this Southern peninsula here are rather proud of our climate, and are more warm than those states in the North because it is nearer the tropics.

Now, sir, while you are with us you will see that we have nothing in the world to boast of, but we would like to be helped. If you can do anything or say anything that will help us in the cause of education we will be doubly proud at your coming, and in order that you may say the right thing or do the right thing it is possible that it will not be out of place if I give you a little short history of our educational progress here and tell you what we have been doing.

Some of us have been at work down here in Florida while the rest of the states were getting ready for a great educational

campaign. We are glad to see the revival for education in North Carolina and we agree with our friends up there. We are also glad to see that Georgia is on the eve of a great educational era. She is now prepared to make a fight we have already begun. In that one particular, possibly, we have the advantage. Just recently South Carolina has taken part with us. They have arranged in their constitution, I believe, for local school tax. Alabama has done the same thing. Our education in the South is looking up. We have been steadily and slowly progressing through the efforts of some in the state of Florida. We are not at all proud of our present condition. We have nothing to boast of, but we feel that we are kind of keeping step with the march of progress. In order to give you a fair idea—a kind of hind-sight, by which to view this progress, I hardly know where to begin. If I began back at 1880, twenty-four years ago, when I first cast my fortunes with the public schools, it would hardly be fair. At that time there were only 39,000 enrolled pupils in Florida with an average attendance of some 27,000, and there was expended for public education that year \$114,000.00. That is, less than is now being raised by tax to aid the state and county taxes for the Board of Education. If I come up to 1887, the year after the adoption of our present constitution, it would be a little fairer. I do not want to take a date later than that lest you might think I wanted to compare my administration with something less. During these years under the burning zeal of my predecessor there was rapid advancement made. The enrollment ran up to 82,000 and the cost of the schools multiplied more than five times in those seven years. Now we feel that in the work of the Convention of 1885, we fixed and established the status of public education in this state. We did not leave it optional whether counties should be taxed. We made it mandatory. So we say the condition of things improved after that, so our school status two years after the convention improved. We will add, while we cannot boast we feel like we are worthy to be classed with other Southern states, and we hope that we will create so favorable an impression while you are with us, that hereafter when the Southern Educational Association has its meetings they will not forget to count us. We are small in numbers, but growing. At the present time we have not increased the number of schools. In fact, the effort has been for

the last twelve years to cease multiplying the schools. You know here in this county that I believe fifteen schools were created out of forty-five. The same thing has been done in other parts of the state. There were enrolled this year about, in round numbers, 123,000 pupils. The closest estimate we can make of the number of children of school age in Florida is 182,600. Now, considering the fact that our school age runs from 6 to 21, and that many of our youth are really educated at home and do not come to school, we think that our percentage is very large and that really our school age ought to be reduced from 6 to 21 to 5 to 18. The average attendance ranks about the average in the United States of those enrolled—we have some 83,000. This year the total sum levied for schools was \$1,078,000. Now, this may seem very small to those gentlemen who have been reading about the great expenditures for education in the North or some of them who come from other states who have four or five times our wealth and population. There was expended for the school year ending July 1, 1904, upwards of \$945,000.

We have some counties in the State of Florida where the per capita expenditure for pupils runs up beyond \$30.00, and I would not have you to think that only a few counties along the east coast are progressive and enterprising. While there are three or four counties there that rank well, they are favorably situated for they have a wealthy benefactor and they have the right of assessing his hotels, railroad lines, etc., and I am told there is not a more cheerful taxpayer in the State of Florida than the individual who owns these railroads and hotels. My friends, these are not the only counties where we are spending money freely. If we could get certain counties of the state revolutionized, as they are doing in South Carolina, we would make a real aggregate. I do not know why it is that there are a great many goods things that come from Florida. I come from Florida myself! (Applause and laughter.)

Now, my friends, I do not know why it is that we feel we have no right to boast, but we are satisfied with our system. In the first place, our taxes come directly to us by law. That is what you are fighting for in most all of the Southern states. We find that the people when the money goes directly from their pockets into school buildings right in their own communities, naturally take more interest. There is a spirit present

which deals very liberally with state money—they feel like it is coming from a big fellow—but they are very careful to look after it when it comes from their own pockets. We find that they are more careful to see that money is wisely expended.

Now, besides this, we are paying 3.5 mills county tax; and, by the way, the people became clamorous, some of them stating that 5 mills tax was too small. We carried on a campaign of education and we have now adopted a constitutional amendment recently making the maximum limit 7 mills. Never before in the history of the state have so many constitutional amendments been referred to the people to vote upon. A great many of them had a sentiment against it, and as you know it is hard to fight a sentiment or a prejudice; and it was circulated through the papers and elsewhere that there were so many constitutional amendments being proposed to the people, "let's vote them all down; they are all bought." Notwithstanding a great number of them have voted against all these other amendments, and the only one of all these amendments that have been passed are those pertaining to schools. That shows that the people are interested in the cause of education. We have adopted a law authorizing the county to levy 7 mills. We have a pretty good foundation and we are sure to make progress.

In addition to that, we have been feeling for several years, since we established our high schools, that there was needed a connecting link between the common schools and the so-called state schools. Now, I am very sorry, but we have no great university that we can refer to with pride. We had a college in the state that was worthy of that name twenty years ago. So in addition to this large tax, this constitution provided also not only for a state tax, but for a district tax. In 1893, I believe it was, we had but six of these districts in the state of Florida. The statistics of the last year, which I have just turned over to the printer a few days ago, says we have 354 special tax districts in the state of Florida, and a district does not mean one school. Every school in the county enjoys the benefit of a special tax; so then there is one mill state tax, three mills district tax, and don't you think we ought to be satisfied with our power to tax?

In order to build up the intermediary school between the high school and the state school we had some difficulties to overcome. It seems that the common public schools were so jealous

of their rights they did not want a state school. We thought of erecting one central school in each county. That would not work we found and we tried the plan of offering them some inducement—we call them State Aid schools and we help something like 120 schools a year.

We feel that now after we have told you candidly and honestly what we have done since we started twenty odd years ago and what stage we have reached in our progress, if you can drop us something that will direct us, we will be trebly glad that you have come to see us. Just at this particular time, of course, we cannot tell how many of the counties are going to levy this 7 mills, but we believe that we have the perfect system—system, as it were, reaching out to the state university from the common school. We are all doing our best for the cause of education in this state, and we have our compensation for the battle that is being fought. Ten years ago it was hard to secure teachers in Florida—now your best talent is coming down to fill our places. I am in hopes that a few years from to-day when they meet that they will not fail to award proper praise to the pioneers who have had the work that I have outlined in a very stammering manner to you to-night.

I say to you—we welcome you. We welcome anyone who comes to tell us how to better the cause of education. (Prolonged applause.)

ADDRESS OF WELCOME.

HON. D. W. FLETCHER, Jacksonville, Florida.

Mr. President, Ladies and Gentlemen—On behalf of the city of Jacksonville, I extend the Southern Educational Association and the Florida State Teachers' Association, jointly and severally, the most cordial greeting of which we are capable. In all sincerity, permit me to say, we feel honored by your presence. In equal sincerity I can say we shall take special pride in making your stay as pleasant as possible. As a community we feel a deep interest in your work. Not only those of us directly con-

nected with educational affairs, but our Board of Trade, representing the business interests and public sentiment generally, all unite in acknowledging the compliment paid this city by selecting it as your place of meeting, in desiring your comfort and pleasure while here, and in hoping that far reaching and beneficent results will be accomplished at this, your fifteenth annual session.

No one can fail to be impressed by such a gathering of distinguished educators. No thoughtful person can fail to appreciate the importance, and the high, almost holy character of your work, and, likewise, the fact that organized effort is necessary to put into effect advanced ideas and methods suitable to new conditions.

Your labor is for the youth of the land. They cry aloud for your help. If there be anyone who does not realize what this means, let him recall that the number of pupils enrolled in the common schools of the country in 1903 was 16,009,361, being 20.04 per cent. of the population, and the average school term was 147.2 days. This does not include private schools, universities and colleges. To get an idea of the development of the public schools alone, let it be recalled, also that the expenditure for their support, *per capita* of population, in 1870 was \$1.64, and in 1903, \$3.15, the total amount thus expended in 1870 being \$63,396,666, and in 1903, \$251,637,119. The average schooling given each inhabitant in 1870 was 672 days, and in 1903 was 1,034 days, and of this latter the public school system furnished 934 days. The male teachers in 1870 was 43 per cent. of the entire number of teachers, and in 1903 only 26 per cent. The average monthly wages for teachers in the public schools in 1903 was \$49.98 for males and \$40.50 for females—disgracefully inadequate in both instances. Free public schools and liberal educational institutions mean well nigh universal education; this means capacity for self-government, the very foundation of the liberties of the people. The right of suffrage itself is not a natural right, but a privilege accorded those who are qualified according to standards fixed by the state. Not only for the discharge of the duties of citizenship, but for the practical purpose of earning a living in these days is education necessary.

Civilization is not a cause, but an effect. The controlling cause may be given in two words—knowledge and character.

The principal source of knowledge and character is education—evidenced by efficiency and the capacity for growth. The principal source of education is the school room and the teacher. If this be sound reasoning, the most conservative and powerful factor in our economy is the teacher. Too much credit, too much honor, too much praise, cannot be given the true teacher. It has been said that if Socrates had done nothing else than give bent to and train the mind of Plato, he would deserve the gratitude of the ages. Emerson tells us, "Say what you will, you'll find it all in Plato." Scarcely less can be said of Plato than of Socrates, under whom he learned, since he took charge of the Macedonian youth, Aristotle, who remained under his instruction for twenty years and became the most learned man of his time. Scarcely less can be said of Aristotle, who accepted Alexander as his pupil at the age of 13, and made him capable of vitalizing all Asia with Greek philosophy, the builder of cities, conqueror of the East, and the greatest library maker of all time. Look back to Socrates, Plato and Aristotle and say what the world owes to the teacher! From their day to this their numbers and influence have increased with this difference, at least, the modern teacher charges for his work. The only trouble on that score is, none of them receive as much compensation as they should. It is said the one mistake of Washington that borders on blunder was in refusing to take wages for his work. He visited untold misery upon others by that example. Jefferson saw this and when he became President he again and again advised Congress to fix sufficient salaries to secure the best men for all positions. It would seem reasonable to judge a teacher by the product of his work, and if that be justified, we have many of modern times, deserving of credit such as history gives the three great ones of Athens, and among them I might mention one, about whom the world says comparatively little—Chancellor George Wythe, of Virginia, who taught, in the full sense and meaning of the word, three of the greatest minds this country has produced—Marshall, Jefferson and Clay! These illustrations suffice to indicate the value and power of the teacher and how his or her influence may broaden the horizon and beautify the lives of coming generations! While advocating better pay for teachers it may be worth while to observe that "the instructor of children who cares for his work only so far as it brings him profit is a

sad teacher; for his pay is indifferent and his teaching more indifferent still."

I would emphasize the honor in which the teacher should be held. I need say no more to indicate the great consideration due these organizations of teachers, and the vast importance we attach to your work. With open hearts and appreciative minds, we bid you welcome!

RESPONSE TO ADDRESSES OF WELCOME.

By MR. O. B. MARTIN, State Superintendent of South Carolina.

(Stenographic Report.)

Mr. Chairman, Ladies and Gentlemen:

When I left Columbia on a late train at noon to-day I thought I had a good excuse for absence, but when we had a slight accident above Savannah, I was sure of it. I felt like the Dutchman when they were conscripting men to go to the war. One man wrote as his excuse, "One leg too short." The Dutchman wrote just below it, "Both legs too short." However, I am delighted to be here. As to an address, I am like the young lady under the mistletoe. She said she never consented but she was glad she was there. I want to say in behalf of these associations that we certainly do appreciate the very hearty and happy welcomes which have been extended to us. The presence of such a large number of teachers from all over this state indicates that the welcome is not only from Jacksonville, but that it is extended from Key West to Okefenokee and from St. Augustine to Perdido river. I have long wished to visit your state and have planned several trips here but this is my first visit. I feel like the old maid that got married and they were singing. They asked her for her favorite hymn. She said: "Please sing that old familiar hymn, 'This Is the Way I Long Have Sought and Mourned Because I Found It Not.'" It seems to me that everything in Florida extends a welcome. You

have a town called Liberty, a river by the name of Peace, and a city called Kissimmee! There is something hospitable about your crops, the chief products being peanuts, fruits and pine tree products. By the way, Supt. Sheats has just said that you expended a little more than a million dollars on your public schools last year. I read the other day that the receipts from your peanut crop last year were a little more than a million. Now I do not mean to intimate there is anything small about the school system of Florida, but the receipts of the peanut crop and the receipts of the public school system being so nearly the same simply shows what a great peanut industry Florida has. And, of course, there is something attractive about your other crops. Everybody wants to eat a nice, juicy Florida orange on the spot; and while your tar and pitch may not be so attractive they reveal hospitality by being retentive.

But, to be more serious—the distinguished gentlemen for whom your city is named was the author of the phrase, “To the victors belong the spoils.” There is no question about the fact that the people of Florida are the victors this evening and the spoils belong to you; and whatever of educational enjoyment and intellectual feast that will follow on this program for the next two or three days certainly belong to the city of Jacksonville and to the state of Florida.

I want to say just briefly to the teachers of the South who are assembled here that our outlook as educational workers is full of hope. There is more hope to it than there was in 1880, 1890, and along there—the time when the pioneers were at work—and yet the outlook of our work is an outlook for sacrifice, for service and for soul satisfaction. There are counties and there are districts in many of our states where there must be heroic labor and vicarious sacrifice in order that those districts and those states can be properly built up, and in order that those who come after us may enjoy the fuller provisions of our educational work. When we consider the building of our railroads, the building of our cotton mills, the advancement of our mercantile enterprises, the affairs of state, the work of teachers must come first. Now it is a fact that if people come in from elsewhere and build up an industrial system and prosperity grows, that educational development will follow. But the logical order is for the work of the teacher to come first. There is a great and a glorious amount of service for those

heroic workers who are willing to strive for the upbuilding of the state. I heard a distinguished and successful member of the bar say recently that he taught two years and practiced law for twenty years and that he felt that he had done more good in the two than in the twenty. While there may be sacrifice in our service there is genuine soul-satisfaction when the work is well done.

In conclusion, I wish to say in behalf of my associates from South Carolina that we shall not be satisfied unless you will accept our invitation to attend the Conference for Education in the South in Columbia, April 26-28. Columbia wishes to extend some welcomes. Columbia is a great place. A visitor was being shown a certain city once upon a time and his host kept remarking "This is a unique town!" The visitor finally mused, "Unus—one, equus—horse, therefore, a one-horse town." That was not Columbia. She is like Jacksonville, in that she is cosmopolitan and hospitable. We greatly appreciate your kind hospitality and your gracious welcomes.

ANNUAL ADDRESS.

CAPT. GEO. M. LYNCH, President F. S. T. A.

Ladies and Gentlemen—Many of the *philosophical reasonings, sociological investigations, psychological deformities, pedagogical diatribes, and normal school idiosyncracies* permitted a free license in our institutes and associations tend to heighten the confusion and dismay among the ordinary laymen as to the real meaning of education. In their simple, unprofessional way they look upon the child as a mortal, finite creature, of real flesh and blood, capable of certain limitations, endowed with human instincts, actuated by human impulses, impelled by certain motives and created for the good of the common race. Trained in the school of the last century to believe that the first concern of education was to lead the mind in the culti-

vation of those essentials necessary to fit it to earn an honest living, to develop and strengthen its powers to think; of collecting and weighing data in solving the practical problems of life, and that intellectual efficiency was inseparable from moral integrity in the ideal of education, the people, and we should bear with them patiently, are suspicious of the wonderful scheme we have invented, organized and patented for the evolution, development and expansion of the twentieth century youth.

The elevation of character, the ethics of moral life, the enlightenment of the mind, the highest efflorescence of these the religious life, still live in the writings of the old pedagogues; but in this busy, bustling age of sage, sane and conservative strenuousness, man is taught that he is an imperialistic being designed to rule over all things on the earth, under the earth, and in the heavens above, and that to prepare for this exalted station he must not pervert or weaken his chances of mastery by orthodox Puritanism, provincial prudery, or personal sentiment.

From his first term in the primary department to the last hour of his residence in the university he is drilled in the science of success, and is inspired and encouraged to put forth his mightiest efforts by the almost daily recital of the soul-stirring and marvelous feats of the world's greatest millionaires. This goal kept constantly before him he is soon separated from the thought of making life easier, happier, and better for others. "To direct in harmony man's united effort to fraternize the world" is more ritualistic than realistic to the alumnus of the modern university. In the maddening rush and din of industrialism, commercialism or whatever you choose to call the spirit that has the power to transform us into monomaniacs, we seem to have lost the flavor and aroma of that old school inspiration that delighted the soul in the thought of a universal brotherhood and filled the mind of man with the ecstasy of a higher life than its own.

Until we recognize these conditions and come to a mutual understanding with the people, our work and organization will be under suspicion. Until we can show by our labors that we are equipping the boys and girls for the actual duties of life, social, commercial, political and religious, all we say will not carry with it the conviction that we have a scheme capable of

producing these results. Until we exhibit a little more earnest, thoughtful, energetic common sense upon the ways and means of carrying into execution the methods and aims of a system of education we cannot hope for the support and co-operation we seek.

It is the sheerest folly to appeal to business men and taxpayers in the name of sentiment and affection until we can show them that we have an honest, straight-forward, practical plan of making honorable, self-supporting, intelligent citizens. They have not the time nor the desire to enter into the scientific researches and discoveries of the different parts of a boy's mental machinery. The plain, blunt interesting question to them is, Do you know how to manage the mysterious mechanism so as to make it turn out a good, solid, substantial product? Answer this question by your school work. Let your pupils reflect in their daily life and nature, subordination to law and authority; habits of industry, perseverance and persistent determination; the love of whatever beautifies and expands the character; regard for the rights of others; in a word make them manly men and womanly women, and there is no power on earth strong enough to defeat your claims for recognition.

On the other hand over-burden our course of study as we are now doing, crowd into the curriculum a little of the sciences, a little of the higher mathematics, a smattering of the arts, a few classical scraps, some manual training, the elements of engineering, architecture, and agriculture and because some people accuse us of lacking in the true conception of the relation of the state to common school education, or gently hint that we are a body of impractical idealists we give ourselves a vacation in a land where invective is permitted by law and anathema is the custom. Such schools, and I am sorry to say thousands of them are to be found in the South, and several hundred in our own fair state, are the products of a system constructed upon the false theory that it gives the poor an equal opportunity with the rich in the matter of education. Like many other utopian ideas of universalizing privileges it works a detriment to the ones it is intended to benefit. Instead of giving the masses a good, thorough, practical, helpful education, it fails to give them the simple fundamentals. It deceives them into the belief that they have acquired an education and untrains them for the real life they must lead.

One of the greatest evils we are fighting at the present time is overloading. We are attempting to do too much, and do what we can do poorly. Instead of educating into good citizenship; building the mind to think, to reason, to observe, to self-initiative; instilling and developing strong, practical ideals; preparing the boys and girls to stand and walk alone; equipping them to earn an honest living; the tendency is towards loading the pupil down with a batch of poorly selected scientific, literary and classical fragments which will have but very little if any influence in fixing and shaping his destiny for life. It strikes the business man as a wild, unmanageable, chaotic system of conducting affairs. Its lauded aims and purposes are in inverse ratio to its results. In spirit and recklessness it finds its analogy in the principles of the "frenzied financiers" on the exchange. In literature it has a counterpart in Bunyan's Christian. It encourages the public schools to attempt a college curriculum, quickens the activity of some of our normals to finish their abnormalities, and puts a premium on high school work in the university. Under our system, now in operation, incompetent, inexperienced, irresponsible boys and girls, with no higher motive than to earn a few dollars, are vested with the sacred responsibility and power of training the youth. Superficially educated, ignorant of their own ignorance, imbued with transitory ideals, and unable to distinguish between cause and effect, they are given control, hence is it at all strange that we find ourselves held to account for every sin from the time of Adam to the modern novel writer? These young people are not to be held as principals in the crime they are committing. They are acting under the influence and guidance of those who have attained to leadership by the sweat of their tongues.

We need better teachers in the higher circles, men and women of culture, refinement and intelligence; earnest, conscientious, and quick in the discharge of duty; and parenthetically I may add, possessed of a fine sense of discrimination in separating the bad from the worse in the rapid multiplying methods and devices invented by the modern pedagogist.

We need more money, you say. For what? To erect better houses, purchase larger grounds, to equip the schools with apparatus, to pay higher salaries, to insure longer terms and provide for intelligent supervision. These demands are reasonable, just and insistent. They are powerful factors in the

successful administration of a school system. But still every demand may be refused and the work of education progress to its highest goal. True the difficulties and obstacles are multiplied a thousand-fold by the need of these advantages and that every wide-awake and enlightened community should provide them is imperative. However, they are the products of a healthy, vigorous and progressive system. They follow in the wake of public confidence. How to gain and hold that confidence should be the earnest thought of every teacher. To the rural teacher I would suggest that you make the resolution to win this confidence in your school room. Make a careful diagnosis of your school's symptoms, determine the diseases affecting it and apply the remedy at once. Show tact, good judgment and a plenty of courage. While always just, be firm and resolute. Mental indigestion and lunacy will be the two most common cases you will have to deal with. The latter generally has its antecedent cause in the former, so the same remedy, after a while, will remove both. Make it a law as inflexible as the law of the Medes and Persians that only the fundamentals will be permitted in your course. Put your pupils upon a diet of reading, writing, spelling, arithmetic, grammar, history and geography. By precept and example lead them to study good manners, practice good morals, and do right for right's sake. Give them a practical knowledge of their bodies and how best to care for them. Do not indulge in long, tiresome sermons on the evils of narcotics and alcohol. Let your conduct take the place of the scientific lectures on these subjects. Though you may be made unhappy at the beginning for attempting such methods the end will find you the most popular and efficient teacher the school ever had. Instead of finishing their education, you will have given them a love for the intellectual life, impressed them with the extent of their ignorance, taught them how to study, and influenced them with a desire to know more. This desire quickened they will find a way to satisfy it. It is the key that unlocks the door of opportunity and opens up before one the knowledge of the world.

Profoundly convinced as I am that the loose, unwieldly curriculum of our rural schools is the greatest defect of our system, I would suggest that the Gordian knot be severed by legislation.

Let us have a system where the limits of each department

from the one-teacher school to the university will be prescribed by law, allowing participation in higher or lower units, according to the interests they have involved, each attending strictly to its own business, and all so definitely and positively articulated that the success of one unit will reflect the success and efficiency of the one below it. In such a system we can produce a homogenous medium which will enable us better than all other methods to determine the qualifications and worth of our teaching force and at the same time reduce to a minimum the evils of padding and overloading now confronting us. A system, in which it is made prohibitory by statute to teach higher than the eighth grade in one-teacher schools of thirty pupils or more would satisfy the demands of the state, and give us a citizenship more independent, more intelligent, more self-supporting than can be produced under the present procrustean machinery. It would then be the imperative duty of the state as a matter of self-defense to give to such a system the greatest financial aid possible, for it is a well-known fact that the great mass of embryo citizens never go beyond the grammar schools. One hundred thousand dollars annually appropriated to the betterment of country schools, which can show evidence of a thorough course in the fundamentals would be the best investment the state ever made. Place in charge of these schools real live men and women, of good education, sound common sense, well-balanced morals, strong physically, with plenty of backbone to support an honest conviction, courage to acknowledge an error, full of intelligent enthusiasm, earnest, active and vigilant in the discharge of duty, sensible ideals, conscientious purposes and trained in the art of instruction. Protect them from the personal whims and will-o'-the-wisp ideas of the human variables the accident of ballots sometimes places in charge of the county schools, make them feel that they are appreciated, and give them a respectable man's salary.

I have no desire to impugn the motives or question the sincerity of those who would fasten upon us a code of manual training. These ideas are born in the minds of men as profoundly interested in the weal of education as myself, but I fear that in the fascination and charm of their beautiful theories they lose sight of the aims and purposes of an elementary education. To train the head, the heart, and the hand is to broaden and strengthen the capacity

to earn an honest living; but it is not the office of the primary or grammar school to undertake the work of a technological or agricultural institute. To introduce manual training into our common schools under the direction of untrained teachers is radically wrong. It is only adding another burden to the overburdened system. To make it of any real value to the children the teacher must understand its meaning or its correlation with other studies. Until the advocates can show this relation and demonstrate that it does not waste teaching effort on the part of the teacher, and reduce the economy of mental effort on the part of the pupil I will feel that I am justified in my adverse judgment. It is not the first concern of education to teach men to be engineers, architects and basket makers, but to teach engineers, architects and basket makers to be men. We need to-day more real, live, sensible, level-headed, honest men than we do bead makers or wood-whittlers. We had better engage our energies in doing the things well we have to do, than to lead our pupils in competition with the Indian or the knife-whittling statesman of the cross-roads store.

In taking an inventory of the defects of our school system I am constrained to admit a great percentage of them is traceable immediately and mediately to the government of the higher institutions of learning. In our colleges and universities the advice to obey by obeying is rather confused and the paradoxical rule of action obtains, to learn to obey by disobeying. How a true blue, self-respecting, high-minded, law-abiding, God-fearing citizen can be produced from the environs of some of our best universities is one of the mysteries psychology should try to solve for the satisfaction of the race. Law and order, the right of life, liberty and the pursuit of happiness, the rights of personal property are set aside with the easy defiance of a Capt. Kidd. In many of our college towns the people have no rights which the young men feel they are compelled to respect. Banquets with liquors, followed by drunken orgies which would have disgusted the degenerate courtiers of Louis XVI. are of frequent occurrence. Gambling, hazing, vices of high and low degree, find their votaries in large numbers. The degrading idea that it is a sign of the independence of the mind and strength of manhood to violate the laws of the country, set at naught the customs and traditions of a community, practice the maudlin ethics of a bar-room, and indulge in brutal initia-

tions is becoming too general among the undergraduates. A little of the advice written and unwritten, spoken and unspoken, delivered without cost to the common school teachers by the presidents of these institutions, wisely, forcibly and determinedly administered to the morally desicated and rattle-brained residents under their own supervision would prove of inestimable value to the betterment and elevation of mankind. Then, and not until then, can they hope to make the earnest, hard-working, conscientious teacher credit their sincerity or affirm their judgment in matters of discipline. Though our rural schools may be doing little in the way of developing harmonious and symmetrical powers of thought, due in large measure to an over-loaded curriculum, they are in the vast majority of cases so regulating the moral conduct of their pupils as to send them out obedient to law and authority. You answer me that the university must deal with young men who are able to distinguish the true from the false, who know what is right and what is wrong, and are old enough to shoulder personal responsibility for their actions.

The idea of personal liberty, the sentiment of individualism, should be encouraged, but when a man does as he pleases whether he pleases to do right or wrong, then it is high time to make him atone to offended law.

Less time in the library working out theories and systems of government, and more time devoted to the personal guardianship and welfare of their students on the part of presidents would revolutionize conditions in a number of colleges.

Less time writing on the evils and sins of the public schools and more time in weeding out their own vineyard would make their influence more consistent and more powerful.

Less time in moralizing, sermonizing and criticising and more time in purifying their sacred precincts of law-breakers, inebriates and immoral leeches and they would find themselves as they should be, the real monarchs of the world.

Some one has said destroy the cities and leave the farms, and the cities would return as if by magic. With equal emphasis it can be said, destroy the higher educational institutes and leave the public schools, and the colleges and universities would return stronger and better; but destroy the public schools and leave the higher institutions of learning, and this Republic

would go rushing madly, wildly, frantically towards the abyss where rests the imperial Republics of Rome.

In conclusion, I would urge the importance of immediate action in the adjustment of our school system to business methods of organization. The superstructure is beautiful in design, brilliant in ornamentation, effective in architecture, imposing in size and rich in decoration. It is the work of ages and is the monument of genius. Artist and sculptor, scientist, poet and linguist, jurist and publicist, statesman and politician, have contributed each his part to the construction of this noble edifice. But the basis upon which it rests is a menace to its safety.

Strengthen the foundation, replace the soft clay with adamant, remove the rotten girders, brush off the fungus and make it conform, at least in dignity of proportion, to the wonderful structure it is supposed to support. Turn it over to the architect of common sense for a season, drive out the theorists, hobbyists and method writers, breathe in it the patriotism of a Curtis, a "patriotism that girds the common-weal with the invulnerable panoply of states the celestial secret of a great nation and a happy people," and place in the council chambers men who "do things, not dream them all day long, and hence make life, death and the vast forever one grand, sweet song."

ANNUAL ADDRESS

CHANCELLOR W. B. HILL, President Southern Educational Association.

THE MORRILL BILL VS. THE BLAIR BILL.

At the last meeting of this Association in Atlanta, Ga., I had the honor to deliver an address on "Public Aid to Education," in which local taxation and state support were briefly noted and Federal aid was somewhat fully discussed. In treating the latter subject, an effort was made to prove the equity of the South to Federal aid, by showing that the causes which have produced the present educational problem in the South and

the inadequacy of the Southern public treasuries to deal with that problem, were both due to national causes, namely, slavery and the abolition of slavery. Some care was taken to establish the unsectional origin of slavery, though that point had in fact been ungrudgingly conceded by Mr. Lincoln when in a speech in 1854 at Peoria, Ill., in reply to Stephen A. Douglas, he said:

"Before proceeding, let me say that I think I have no prejudice against the Southern people. They are just what we would be in their situation.

"If slavery did not now exist, among them, they would not introduce it. If it did now exist among us, we would not instantly give it up. This I believe of the masses, North and South.

"When Southern people tell us they are no more responsible for the origin of slavery than we are, I acknowledge the fact.

"When they remind us of their constitutional rights, I acknowledge them—not grudgingly, but fully and fairly."

The deduction is irresistible from these premises that causes national in their nature operated to bring about the present situation in the South—an enormous mass of illiteracy and inadequate local resources to provide a remedy. If, by the operation of our national immigration laws, a great congestion of illiterate foreign population had been settled upon any one section of the Union, say upon the New England states, their equity to national relief would be too self-evident for argument. The case of the South is equally plain. Its equities call for national relief with greater insistence than the arid plains of the West call for irrigation through national aid and with greater insistence than the harbors of the coast make demands upon the nation's treasury.

It was a cause of gratification to Southern educators to find President Eliot in the North in the month following our meeting in an address delivered in Carnegie's Hall, New York, February 12, expressing his full sympathy with the exigencies of the Southern situation.

He said: "The Northern whites are beginning to sympathize strongly with their Southern brethren in respect to the peculiar burden which the action of the National Government in liberating the negroes has imposed on them. They see that the educational problem at the South is much more difficult than it is at the North and calls for much greater public expen-

diture. They also perceive that the Southern states are less able than the Northern states to endure public expenditure for education. In spite of their ingrained preference for local control of education, and for local government in general—a preference which has preserved far too long ward government for schools and cities and district government in country towns—they are beginning to feel that the peculiar burden upon the Southern states caused by the separation between the black and white races in the institutions of education should be borne in part by the National Government. They would like to see devised constitutional means of bringing exceptional aid from the national treasury to the former slave states which have this exceptional burden to bear. They would like to see the negro schools of the South kept eight months of the year instead of four—at the expense of the nation. They would like to see separate colleges for agriculture and the mechanic arts provided throughout the South by the National Government. They would like to see the Southern universities enabled to maintain separate professional schools for colored men. They would like to see a way found for the National Government to spend as much money solving the Southern negro problem as it has been spending for six years on the Philippine problem. In short, they would like to see the National Government recognize its responsibility for many of the physical and moral difficulties which beset civilization in the Southern states and come to the aid of all the civilizing forces in those states. They know that efficient help could only be given through existing local agencies; and the only help they would wish the government to give is help to meet the peculiar burdens those agencies now have to bear because of the expedient social separation between the two races which are to occupy together the fair Southern country. It was in the supreme interest of the whole nation that the Southern states were impoverished forty years ago by a four years' blockade and the destruction of their whole industrial system. It is fair that the nation should help to rebuild Southern prosperity in the very best way, namely, through education."

The next public utterance on the subject came from Dr. Charles W. Dabney, then President of the University of Tennessee, now President of the University of Cincinnati, in an address delivered before the Department of Superintendents

of the National Educational Association at Atlanta, February 22, of the present year. He emphasized the broad national feature of the question: "The question as to whether the South should accept national aid in performing this great national duty is an academic one at the present time, but since the question has been recently raised by the President of Harvard University at the North, and the Chancellor of the University of Georgia at the South, it may be permitted to mention it here.

"Any plan of national aid should provide, not for the South alone, but a consistent, rational plan for uplifting the retarded and depressed population, in all portions of our country. The people of some counties in Maine and in New York are as illiterate as those in the worst counties in the Southern Appalachians. It is truly a national question, not one for the South alone, and we should take this broad view of it. While we are helping the Puerto Ricans and the Philippines to establish their schools, we should help our own neglected people wherever they are found."

These utterances, especially the first, excited some alarm in the Northern press about a revival of Blairism. The papers which evinced this apprehension did not pay the addresses they criticised the compliment of reading them; for they most definitely said that the Blair bill was dead and that the author's hope was that it was dead beyond resurrection. But the ghost evidently still stalks abroad and frightens various persons who criticise what they do not read. Strangely enough these editors treat the whole subject of Federal aid to education as if it was new, untried and unknown. On the contrary, Federal contribution to education in the states is now and has been for forty-one years the policy of the Federal government. The original Morrill bill, which inaugurated the policy, has been twice supplemented and strengthened by important legislation. Its constitutionality has been settled by this long acquiescence in the policy and its deliberate cumulative re-enactment.

It may be that the constitutionality of a Blair bill is open to question, although even that question, it seems, would have been foreclosed by the fact that it received the support of the ablest lawyers in the South and twice passed the Senate at a time when it contained the ablest constitutional lawyers in the country. But nevertheless, one of the regents of the University of the state of New York, Mr. Charles A. Gardiner, has pub-

lished an elaborate argument to prove the constitutionality of legislation by the federal government specifically designed to educate all its illiterate citizens, white and black. A synopsis of the argument is here given. Admitting that no such express power exists, Mr. Gardiner claims that the nation has an implied power to enact a uniform educational qualification for Federal voters; that it has this power as a corollary to its power to enact a uniform educational qualification; that it has such power as a corollary to the fourteenth amendment. The main purpose of this amendment, says the author, was the purpose to create negro citizens whose fundamental duty cannot be performed without intelligence and civic virtue, which it is the imperative duty of the nation to supply. Also that the nation has the implied power to educate its illiterate citizens as a corollary to the fifteenth amendment. The main purpose of this amendment was to guarantee suffrage to the negro on the same terms as to the white man; that negro voters must have political intelligence and civic virtue; that it is the duty of the nation to supply both; that education is the only efficient means to this end. Again, that the nation has the implied power to educate its illiterate citizens, white and black, under the ordinance of 1787. Mr. Gardiner also contends that the nation would not perform this duty by enacting a penalizing statute reducing Southern representatives and electors. Such a statute, he says, would be unconstitutional. The penalizing clause of the fourteenth amendment was abrogated thirty-three years ago by the fifteenth amendment. Any penalizing statute would not be merely voidable, but void *ab initio*. The final contention is that education is the only practical solution of the negro problem. The state being unable to educate, the education becomes the nation's supreme obligation and he stresses the necessity for national action by quoting the language of messages to Congress of Presidents Grant, Hayes, Garfield, Arthur, and Harrison. The latter said: "It is of the gravest national concern that those who hold the ultimate control of all public affairs should have the necessary intelligence wisely to direct and determine them. The sudden emancipation of the slaves of the South, the bestowal of the suffrage which soon followed, and the impairment of the ability of the states where these new citizens were chiefly found to adequately provide educational facilities, presented not only exceptional but unexampled conditions. That

the situation has been much ameliorated there is no doubt. The ability and interest of the states have happily increased. But a great work remains to be done, and I think the general government should lend its aid."

The foregoing lines of argument have at present only an academic interest. It is not necessary to contend for the constitutional power for general education. So far as present purposes go, nothing more is involved than the legality of what has now become a settled policy of the government for nearly a half century.

The purpose of this paper is to advocate the extension of the provisions of the Morrill bill and by way of emphasizing the difference between the two measures the title has been adopted, the Morrill bill vs. the Blair bill. Senator Morrill himself was an intensely practical man. His occupations united those of the farmer and of the country merchant. There was less about him of the theorist than of the other New England statesman who undertook to advance the cause of education. While Senator Morrill was practical, this does not mean that he was in any sense a Philistine. On the contrary, he was one of the prime movers in the measure which has ultimately secured for the nation the beautiful Library of Congress—that poem in architecture which is an honor to the nation, because in the midst of a material age, it elevates to the highest place the things of the spirit.

Not only has Federal aid to education within the scope of the Morrill bill become thoroughly accepted as a part of the American system of education, but all the essential principles which should condition such aid are fully recognized in that bill. A word here as to terminology. The phrase Morrill bill is used as descriptive of the original bill of 1863, the Experiment Station act of 1887 and the amendment to the original bill of 1890.

The first bill is often spoken of as the land script act and the amending act of 1890 as the Morrill bill. This is not just to the author, for Senator Morrill was the author of the so-called land script act, which went into effect in 1863. This should be called by way of discrimination the original Morrill bill and the act of 1890 should be called the amended Morrill bill. The act of 1887 is frequently spoken of as the Hatch act, but its provisions may properly be included under the general

phrase of the Morrill bill, because it is a mere outgrowth or supplement to the original measure. The original bill contained the following clause: (Section 3, paragraph 4) "An annual report shall be made regarding the progress of each college regarding any improvements or experiments made, with their costs and results, and such other matters, including state, industrial and economic statistics as may be supposed useful." The original bill also provided (section 5, paragraph 1) for an amount not exceeding ten per cent. to be expended in the purchase of "lands or sites for experimental farms." It will, therefore, be seen that the Hatch act was merely the completion of the purpose indicated in the original bill. In this connection, it may here be said that a proposition to establish in each college and school of mines and mining engineering has been twice favorably reported by the Committee on Mines, but failed to receive the attention of the House and it is also relevant to include in the general scheme of thought the educational work of the Department of Agriculture, to which Congress has made such deservedly liberal appropriations. It will be remembered that in the President's last message, Mr. Roosevelt described the working force of the Department of Agriculture as being "a faculty of two thousand experts."

The principles embodied in the scheme of legislation grouped under the above heads are as follows:

I. FEDERAL AID IS CONDITIONED ON RESPONSE BY THE STATES.

In the original bill it was provided (section 3) that all expenses of management, superintendence and taxation from the date of selection of public lands previous to their sale, and all expenses incurred in the management and disbursement of moneys which may be received therefrom, should be paid by the states to which they may belong out of the treasury of said states. Section four provided that moneys invested under the terms of act should constitute a perpetual fund "the capital of which shall remain forever undiminished, except so far as provided in section five of the act." This exception authorized the expenditure of an amount for the purchase of lands or sites for experimental farms not to exceed ten per cent. of the amount received by the state, and it was further provided in the second clause of the same section that "no portion of this fund nor the interest thereon, shall be applied directly or indi-

rectly under any pretense whatever to the purchase, erection, preservation or repair of any building or buildings."

It thus appears that the states were expected to do everything in the way of making provision for the colleges in buildings and otherwise except to the small fraction of ten per cent. on the amount. The spirit of this legislation has been fully recognized in most states. The large majority of them have contributed from their treasuries liberal proportions to supplement the Federal fund. In some of them these proportions are so large that the Federal fund has now become almost an insignificant contribution to their resources. It is unfortunately true that some states have done less and some of them have done nothing. In the case of the latter it is obvious that the words State College or State University is a misnomer. Such an institution has really no right to be called a University of State or College of State. Its true name is the University or College of the United States, in state.

II. THE PRINCIPLE OF LOCAL CONTROL WAS RECOGNIZED.

These measures create no new machinery. The measure was supposed to use for its operation existing local organization.

In the original bill it was provided that the scheme of education was to be carried out "in such manner as the legislatures of the states may respectively prescribe." (Section 4.)

The autonomy of the states is further recognized in the fact that the directors of the experiment stations in each state are appointed by the governor thereof.

III. THE VISITORIAL POWER OF THE FEDERAL GOVERNMENT OVER THE FUNDS ARE RECOGNIZED.

The word "visitorial power" has here been used rather than supervision, because the functions reserved in the federal government hardly amount to an exercise of supervisory power. In the original bill it was provided (section 5, clause 4) that reports should be made to the Secretary of the Interior. In the amending act, it was provided that the reports should be made to the Secretary of Agriculture, as well as the Secretary of the Interior. In the Hatch Act it provided that the United States Commissioner of Agriculture should furnish the forms for the tabulation of the results of investigation or experiments, should indicate from time to time such lines as of inquiry as to

him shall seem most important and in general, furnish such advice and assistance as will best promote the purposes of the act. This bill required the reports of the station to be made to the governor of the state, to the Federal Commissioner of Agriculture and to the Secretary of the Treasury of the United States.

IV. SEPARATION OF RACES WAS RECOGNIZED.

In the amended bill, section 1, the following proviso occurs: "Provided, That no money shall be paid out under this act to any state or territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such colleges separately for the white and colored students shall be held to be a compliance with the provisions of this act if the funds received in such state and territory be equitably divided as hereinafter set forth. Provided, That in any state in which there has been one college established in pursuance of the Act of July second, eighteen hundred and sixty-two, and also in which an educational institution of like character has been established, or may be hereinafter established, and is now aided by such state from its own revenue, for the education of colored students in agriculture and the mechanic arts, however named or styled, or whether or not it has received money heretofore under the act to which this act is an amendment, the legislature of such state may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act between one college for white students and one institution for colored students established as aforesaid, which shall be divided into two parts and paid accordingly, and thereupon such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two, and the fulfillment of the foregoing provisions shall be taken as a compliance with the provision in reference to separate colleges for white and colored students."

V. THE PROPER SCOPE OF EDUCATION RECEIVED FROM FEDERAL AID WAS DEFINED.

The language of the original bill was as follows: "A college, where the leading object shall be, without excluding other

scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The amending act provided that the fund paid thereunder should be "applied only to instruction in agriculture, in mechanic arts, the English language and the various branches of mathematical, physical, natural and mechanic science, with special reference to their applications in the industries of life and to the facilities for such instruction."

In view of these provisions these colleges have been called the colleges of the people. It cannot be claimed that all of them deserve the honor of this appellation. Many difficulties beset their way, especially in the beginning. The colleges were in a sense experimental colleges; but it is obvious that the purposes of the bill were broadly democratic and escaped the criticism and probably the fatal opposition that would have resulted if the scheme of education proposed had embraced the kind of education taught in a large majority of the colleges in existence prior to the war.

VI. EQUALITY OF NEED IN PROPORTION TO POPULATION.

Senator Morrill's purpose in the introduction of his bill was explained by him in an address made to the general assembly of Vermont, in substance as follows:

"At the time my bill was proposed the colleges and universities throughout the country had courses in which the emphasis was placed almost entirely on the classics and mathematics, with comparatively slight attention to the sciences. My object was to create a new group of colleges in which this one-sided situation would be rectified. The purpose was not to create manual labor schools or trade schools; but to establish institutions that would be true colleges in the liberal sense and in which the emphasis would be placed on the sciences relating to agriculture and the industrial arts."

The need described in the foregoing words was one which existed equally throughout the country. It is, therefore, not surprising that the bill recognized the need as proportioned to the population in the several states. Since the time of the

introduction of the bill, however, there has been a marked change in higher education. Colleges that formerly put their emphasis on literature and classical work are now paying equal attention to the work in science; and it would seem to be a legitimate corollary from the principle above announced if in view of the change of conditions, the needs of one section should now be recognized as greater than those of others. If, for instance, Federal legislation recognized the special need of irrigation in the West, why may not the greater extent of agriculture in the South support its claim to a larger proportion of expenditure for agricultural education? Taking the South as a whole, eighty-five per cent. of its population are engaged in some form of agriculture, a proportion much larger than exists in any other section in the Union.

To recapitulate briefly, the principles now embodied in legislation providing for Federal aid to education are as follows:

1. Federal aid is conditioned on response by the states.
2. Principle of local control is recognized.
3. The visitatorial power of the Federal government over the funds is recognized.
4. Separation of races is recognized.
5. The proper scope of education received from Federal aid is defined.
6. Equality of need in proportion to population.

The question may be asked whether or not this legislation was democratic. Apparently it was not so. It recognized the validity and propriety of extending Federal aid to education of a certain kind and then proceeded to establish *collegiate* education only. But while this was apparently undemocratic, it was only so apparently. The process of education has always been from the top downwards. There was a time when all the learning of mankind was in the possession of a few. Had learning been in its nature selfish, the possessors of it might have sought to retain it; but the whole history of learning has been an effort on the part of those at the top to give down to those below. In this respect the history of learning shows a marked contrast to the history of power. The whole history of dominion and authority is a history of the effort of the few to retain it; of the struggle of the masses to capture what those

at the top sought to withhold and keep for themselves. The history of education is precisely the reverse.

There was a special reason why collegiate education only should have been provided for in the original measure. At the time the bill was passed there was no large body of knowledge on the subjects which were to be taught and to become the subject of research and experiment. What knowledge was then in existence, especially in agriculture, had not been reduced to pedagogic form. It would, therefore, have been exceedingly unfortunate if Federal legislation had taken what on the surface would have seemed to be the more democratic line of arranging facilities for such education in primary and secondary schools. But in the forty years that have elapsed a large body of knowledge on the subject of agriculture and the industrial arts has been developed. Moreover this knowledge has been reduced now in large part to pedagogic form; and the time has now come to extend the provisions of the Morrill bill outside of the scope of collegiate education and to take in the secondary and primary schools.

The same principles already settled in the acts previously passed should, of course, be continued in their application if this extension should be made. (1) The co-operation of the states should be required. In fact, it would be only proper to make the grant of Federal assistance conditioned on immediate response in the states. And in the states themselves the grant of aid to any community should be conditioned upon a local response. A plan of this kind has worked admirably in New York and in some Western states. Local schools have been encouraged and assisted by a bonus from the public treasury conditioned upon local support. (2) The principle of local control should be recognized. Existing machinery can be used. The extension of education to the lower schools should be made through the trustees and faculties of the present colleges. (3) The federal government will, of course, reserve its visitatorial power. (4) The separation of races would also be recognized. (5) The emphasis of education would be upon agricultural and industrial instruction. (6) The principle of aid in proportion to need would be recognized and yet, in view of altered conditions, might properly be extended in greater proportion so far as industrial education was concerned, to those where the need

was greatest, and so far as agricultural education was concerned to the communities where the need is greatest.

In the primary schools the extension of the provisions of the Morrill bill would take the direction of Nature Study and elementary agricultural education in connection with school gardens and would provide also for the introduction of manual training.

In the secondary schools, the extension of the Morrill bill would provide for secondary agricultural education and for what may be called school technology. If it be said that the introduction of these new subjects would crowd the curriculum, the objection must be admitted, and yet on account of the importance and value of these new forms of education, provision ought to be made for them, if necessary, by eliminations from the present curriculum. How many such eliminations may properly be made was suggested in an admirable paper read at the meeting of the Department of Superintendence of the National Educational Association by Professor McMurry in Atlanta, February, 1904, which deserves to be commended to school managements everywhere.

The extension of the provisions of the Morrill bill should not be confined to the education of the young. The interests of adult persons in agricultural and industrial education should be recognized. There should be Farmers' Institutes in the country and Industrial Institutes in the towns and cities. Provision for instruction of these might be made by having itinerant experts who would teach in different localities from time to time. These traveling instructors and lecturers constitute an important part in the scheme of general education in agriculture now going on in Canada. In the case of farmers, it is well known that the isolation of farm life seems often to produce indifference and distrust of agricultural education. These facts constitute a part of the problem. Where these facts exist, we must frankly recognize the situation. It is not enough to provide facilities for education at some distant point and then notify people of this type that the facilities are at their service if they will come. To do them effective good the facilities must be brought to their very doors.

The chief difficulty in the way of the extension of the provisions of the Morrill bill is the want of qualified teachers. It is astonishing to those acquainted with the subject that the

large demand for such teachers has not resulted in a supply. If a vacancy occurs in any college in the chair of languages, mathematics or the older sciences a hundred applications can be secured within twenty-four hours, but important positions in the school of agriculture in the various colleges go begging in vain from year to year. Secretary Wilson stated in a recent address that he had within his gift for the year several positions with salaries ranging from \$2,500 to \$5,000, but had been unable to find a qualified applicant.

Surely this situation will not long exist. Those who respond to this demand may feel that not only are they taking up a form of instruction in which compensation will be adequate and in which for a considerable time at least they will be without embarrassing competition, but they can feel truly that they are serving their fellow-men. A summary has been made of such services:

An Iowa college professor, by teaching the farmers the best way to select seed corn, has increased the Iowa corn crop 25 per cent. A Maine college professor is teaching the Maine farmers how to breed hens that will lay twice as many eggs as the ordinary fowl. Cornell professors are teaching dairy farmers how they can get more quarts of milk from their cows. A Minnesota college professor is introducing a hardy breed of wheat that will make better flour. A Nebraska college professor studied out a new system of cultivation which enables grain to be raised without irrigation on what was once called the arid belt.

What the German professors are doing for chemical products the professors of the American agricultural colleges are doing for farm products.

The increased value of the Iowa corn crop this year is about the same as the increase asked for in the navy appropriations. All the agricultural colleges in the United States do not cost as much as one new battleship.

This enumeration omits the most striking instance, the Babcock Milk Test, discovered in the laboratories of the University of Wisconsin, which is worth a million dollars a year to the farmers of that state alone. The discovery of Dr. Charles H. Herty, while connected with the University of Georgia, of a method of extracting turpentine from the pine tree, without destruction to the tree, is another typical instance of the service

of science to the material welfare of the states having pine forests.

In order to prepare teachers for the work that would result from extending the Morrill bill to lower forms of education, new departments must be established either in the normal schools already existing or else the colleges of agriculture and mechanic arts should be equipped with departments for normal training. The latter course would be preferable.

In the matter of carrying agricultural education to the common people, it seems we can take lessons from Japan. An admirable article by Harold Bolce appeared during the summer in the Booklovers' Magazine, entitled "The Secret of Japan's Strength." The writer finds this secret in the training that has come to the people through their wonderful cultivation of the soil. "For twenty-five centuries," says the writer, "the Sunrise sovereigns have dignified husbandry as the most important and most honorable industrial calling in the empire, and now more than sixty per cent. of the Mikado's subjects till, with incomparable skill, the limited soil of his lands." Mr. Bolce shows (says the Workman, commenting on the article), that with its advanced agricultural methods, on an area equal only to that of the state of Montana, Japan "has fed and clothed and educated its multiplying masses, fast nearing the fifty-million figure. It has stacked up gold in its treasury, has created a great merchant marine, has captured a growing share of European commerce, has already out-marshalled commercial America on the Pacific, has crowded its cities with roaring factories, and has given costly and triumphant equipment to its aggressive fleets and regiments. And it has accomplished all this out of the profits of harvests gleaned from a farm area scarcely large enough to afford storage room for the agricultural machinery in use in the United States." Describing the life of the ordinary Japanese farmer, the writer says: "He dwells in a comfortable and inviting home, purged of every taint of dirt and dust. * * * Even in the homes of the poorest, there are no visible signs of poverty. * * * The humblest peasant farmer is clean, industrious, and comfortable."

In England, where it is admitted that elementary agricultural education is defective, inquiries have been made as to this subject on the Continent. Sweden has had school gardens for a good many years past and their number now amounts to sev-

eral thousand. Belgium, Switzerland, Austria, Germany and France have all adopted the idea.

"Wherever it has been carried out, the results have been most valuable and the people are wondering why they did not think of it before," says the Daily Mail. "It has been found that the children take up the study with great interest and with such success that they turn every little bit of ground at home to account and provide the family with vegetables. Taught the latest and best system of agriculture, they develop into really intelligent agriculturists and are ready, which we are not, to discard old and wasteful methods for the newest and best."

Belgium is cited as an illustration. In the country districts many schools have plots of ground, varying in extent from an acre upward, where a thorough grounding in agricultural science is given. The younger children are taught the use of the spade, hoe, rake, trowel and watering pot, together with such knowledge as suits their young minds regarding peas, beans, cabbages, potatoes, apples, pears, plums, strawberries, cherries, carrots, onions, parsley and tobacco. This is easy and pleasant work compared with the sums, writing and reading of indoor work.

For older children the field is very extensive. They are taught about the germination of seeds, the anatomy of plants with the uses of their various parts—stem, roots, leaves, buds, flowers and fruits. They are shown how to plant slips, to plant flowers in pots, to graft and transplant. They are taught to lay out a small nursery, to prepare the ground, to sow the seeds, and to care for the plants during their growth. The very important subject of fertilizers is fully explained, as well as the damages from insects and the remedies. Gradually the whole science is revealed to them. They are taught the advantages and disadvantages of the various kinds of soils, the sort of fertilizer to use on each, how to select seeds and to plant them, how to tend the various plants during the progress of their growth, how to harvest them and to preserve the harvests. They are acquainted with the best knowledge concerning animals; they are taught the principles of irrigation and the value from the agricultural point of view of rain, mist, dew, ice and the winds. Girls are given special instruction in all branches of dairying and in those branches of garden and farm work that usually fall to the lot of women.

The Daily Mail cites the great success of the Scandinavian farmer in America as evidence of the value of this sort of training in youth. "Obviously," the London newspaper adds, "a boy who goes through a complete scientific training of this kind must make a better agriculturalist than if he got his knowledge in the haphazard way of our own country."

The Atlanta Constitution, which printed the foregoing extract from the Daily Mail, adds: "This is certainly true. And it is also true that some such system of practical education in agriculture, beginning with the primary grades, might with profit be made a part of the course of education in the country schools of Georgia and the South."

The federal government is wisely spending large sums in appropriations for the Department of Agriculture. Its publications and those of the A. & M. Colleges and Experiment Stations are written in the language of science. They are not comprehensible to farmers, except those of the educated class. Teaching is needed in the schools and in the institutes to popularize this knowledge and to make it available for those who need it.

The foregoing argument implies, of course, that along with the industrial and agricultural education in the schools, suitable academic education would be given. No mere empirical trade education is here proposed; but the combination of the old and new training in which each is given for the sake of the other and each ministers to the other.

In considering the future prospects of agricultural development the strong modern movement for good roads which is now seeking national as well as state legislation must be taken into account. Also the possibilities of the development of the trolley car system must be considered. When electricity becomes cheaper, as it invariably will, the lines of trolley cars may cover the rural districts almost like a net work. Isolation which has been the great discount on the pleasure and comfort of rural life will then be eliminated. If such a time should come the modern congestion of urban life would break up.

The tradition which has fixed itself most firmly in the mind of the race is that its life began in a garden. The devout Christian has pictured the future paradise in these lines:

"Sweet fields beyond the swelling flood.
Stand dressed in living green."

Almost every man looks forward for his earthly paradise to the pleasures of country life. In the Recollection and Letters of General Lee, by his son, Capt. Robert E. Lee, the great Southern leader is quoted as expressing this wish: "I wish I had a little farm of my own where we might live in peace to the end of our days." The utterance voices a natural aspiration of the human heart. When its fulfillment becomes possible through the extension of agricultural education and the solution of the problem of rural isolation, the prophecy will be fulfilled that, "The waste places shall be made glad and the wilderness blossom as the rose."

REPORTS OF STATE SUPERINTENDENTS.

Supt. W. B. Merritt, Georgia.

We have made some notable progress along educational lines in Georgia during the past year, and the evidence of interest in the education of the children is very gratifying.

It is always easy to find people who will take some of their valuable time to give you their opinions, however diverse, and their advice upon school matters. The cause of education in our state is to be congratulated that it has so many thoughtful and loyal friends, who not only talk education, but work together toward definite results. One pleasing illustration of this fact is that we have recently voted a constitutional amendment, providing for local school taxation in rural school districts (which has heretofore been unconstitutional), and providing easier conditions for securing local school tax in counties. The ratification of this amendment was secured after a vigorous and extensive campaign. The good work along this line in the Carolinas and some of the other Southern states has been a source of inspiration to us. Several attempts have been made in recent years by counties to vote local taxation under our former constitutional provisions which required a majority of two-thirds of

the qualified voters of a county to levy a local school tax; under our new constitutional amendment, local taxation may be voted in a county by a two-thirds majority of those voting.

With the establishment of local taxation, either in school districts or in counties, we hope to accomplish a great deal in better salaries, longer terms, consolidation, better school houses and equipment, and better results; we hope to encourage the establishment of rural high schools.

Our municipal corporations, towns and cities, have had the right to tax themselves, and most of them have built up good high schools in the country, but their number will be greatly increased under our constitutional provision.

Prof. J. S. Stewart, of Athens, representing the State University, is doing a very important work in an advising way in systematizing and vitalizing the high school work of our state. The Chancellor of the University, the President of the Association, has been one of the most helpful workers in securing our local taxation legislation. The Southern Board, of which he is a member, gave us generous assistance.

In the matter of local taxation and supervision of schools, the Florida system is a good model. I am glad you give us such an example. Of course, we think we lead you in many things, but I am glad that our legislature and our school officials may profitably study your school system. Your state is coming to the front. You are compelling our admiration. We expect now to find among the people of your state health, prosperity, intelligence, and high ideals. Years ago our people thought there was nothing desirable in the "Land of Flowers," except your golden oranges. A story is told of a woman who lived with her family on the border line of Georgia. Her husband paid taxes and voted in Georgia. An official survey was made and their home and farm were found to lie within the Florida limits. The old woman made the atmosphere blue as she gave her opinion of living in "Fluridy." She declared most emphatically that the family must move away as she could not think of living in such a sickly state.

I trust that the members of this Association will return to their homes not only with pleasant memories of your cordial welcome and the discussions of this meeting, but will take with them as much information as they can secure as to how Florida is trying to solve the problems which are common to us all.

We have added civics and agriculture to our course of study. The teaching of agriculture in the common schools is an experiment which is watched with great interest. Sometimes a suggestion has a far-reaching influence. We believe that the teaching of agriculture in the public schools will not only accomplish much good for our farmers of the future, but the ideas coming from the schools and newspapers will stimulate the farmers to try new and better methods; our agricultural colleges will be appreciated as never before.

Our state, as you know, has adopted a uniform series of textbooks. This is highly satisfactory to our teachers and patrons. A uniform course of study has been arranged for use of our common schools.

Our law-makers have been considering a general revision of the school laws of this state. This will probably be done at the next session of our General Assembly. If time permitted, I should like to compare some features of school law in the states which are represented here. I believe a few of the law-makers and school officials of our Southern states should meet and confer fully in regard to some problems which we have in common.

It gives me great pleasure to report that our state is moving along the line of progress with other Southern states in the matter of appropriations for education. Our last General Assembly made increased appropriations both for the common school fund and for higher education.

In this brief report, I cannot give you the statistics or enumerate all the lines in which we are making progress. I want to tell you just a little of one or two of our "model" schools. We have a number of model schools (several established by the Women's Club) but I believe these two are more nearly solving not only the question of instruction in manual training, but they are doing most effective work in agricultural training. We believe we have the best school of technology in the South, and we are determined that in our common schools, in these model schools and in our state agricultural colleges that our young men may have agricultural training equal to that which is offered in any other state.

One of our model agricultural schools is at Temple, Carroll County, Georgia. The principal is a graduate of our State University and of our State Normal School. He has with

great care studied the best plan of giving country boys a right education. He explained his plans and purposes to the people of the community, and with unusual enthusiasm and liberality they have helped him establish a model agricultural school. A very neat brick building has been erected, several splendid wagons are used for the transportation of pupils, several courses in manual training are in operation, scientific study is devoted to dairying, horticulture and agriculture. The school is growing in favor with the people, and they are united in their interest and support of the school. We need a few men in every county to undertake work like this.

There is another school near Rome which you should visit if you ever have opportunity. Several years ago Miss Berry began work there in a rural Sunday school. She found so many boys whose hearts, hands and minds needed training that she opened a little school for a few months in the year. The work appealed to her so strongly, and the boys responded so well to her teaching that she put more of her time and zeal and means into the work. Friends in Rome and in other places within and without the state helped her while she liberally contributed her time, her devotion and her money to this work. The school now has two dormitories in which eighty-five boys find a good home, school rooms, a dairy, barns for mules and cattle, poultry house, and a very attractive little cottage built of logs by the boys for Miss Berry and some of her assistants. Work is as popular here, I believe, as baseball and football are at some other places. The boys even do their own cooking, and I can testify that this is well done. Their religious and intellectual training progress along with their manual training. The development which I found among these boys was something wonderful. Best of all, they seem deeply grateful for the opportunities they enjoy. They are going out from that school a blessing to their several communities, and to the state. You teachers who are seeking larger fields of usefulness I want to urge you to go to your homes determined if possible to build up a work like these. If you make the proper effort you will succeed, and if you do succeed, you will be doing a very great work for education in your state.

Supt. Isaac W. Hill, Alabama.

A state's advancement in education must come along one of three lines:

1. Maintenance.
2. A supply of well qualified teachers.
3. Supervision.

1. MAINTENANCE.

Alabama during the past year has made a complete revolution in her system of maintenance.

Formerly we had to depend upon the legislature at each session for an appropriation for schools, but under our new constitution, whose provisions became operative on the first of October, we have no longer to trust to the kindness of the legislature for school appropriations. The state tax in Alabama is 65 cents on every hundred dollars of taxable property, and by constitutional enactment 30 cents of this goes to her public schools, leaving 35 cents to defray the expenses of state government and to pay the interest on her bonded indebtedness. In addition to this, the constitution for the first time in the history of the state permits each county to levy a local tax of 10 cents for school purposes. During the first year, nineteen counties voted on the question and eighteen levied the tax by the three-fifths vote which the law requires. The nineteenth county was lost by only sixteen votes. In one of the counties which levied the local tax there are only 824 white children while the negro children number over 6,000. We hope within the next year to have a majority of the sixty-seven counties of the state to levy this local tax.

2. A SUPPLY OF WELL QUALIFIED TEACHERS.

Alabama has provided schools for the education of teachers. We have four normal schools for whites, and three for negroes. After furnishing schools where teachers might prepare themselves for the work, the state passed stringent examination laws. This is bringing about an increase in salaries, and we are getting some of the best teachers of other states.

3. SUPERVISION.

Alabama has made no provision for a qualified county superintendency. The last legislature, however, passed a law which abolished the township as the school unit, established

school districts according to centers of population and natural barriers, created local district boards with supervision over all the schools of the county.

The county is thus made the unit of supervision which is in accord with the report of the Committee of Thirteen of the National Educational Association.

We hope at the next session of the legislature to provide for a qualified superintendency.

Alabama, Mr. Chairman, is making progress all along the line. The Department of Education is receiving valuable assistance from the Alabama Education Committee, which in turn is being aided by the Southern Education Board. Better school houses are being built, better teachers at better salaries are being employed for longer terms.

Our people are becoming thoroughly aroused on the subject and everything portends a bright future.

Supt. O. B. Martin, South Carolina.

(Stenographic Report.)

Mr. Chairman, Ladies and Gentlemen: The best criticism I have heard on the average address on an occasion like this is that it has a good train of thought but poor terminal facilities. I am sorry that I did not have time to send my speech to the separator and save only the cream.

I have never seen a better example of "the Atlanta spirit" than was exhibited by the Superintendent of Georgia a few moments ago. He visited Wisconsin and the Northwest to study their superb school systems and the only lesson he seemed to learn was that Atlanta has something better than all of it. You have heard the old story of the American who visited Europe. They showed him Westminster Abbey. He said: "We can beat that in New York." They took him to the Alps. He said: "We can beat that in the Alleghanies and the Rockies." They showed the sunny plains of Italy, only to be told that they were far surpassed in Florida. Finally they got him intoxicated and put him in the catacombs. He awoke about 5 a. m. among the skeletons, and the candles were dimly burning. He rubbed his eyes and looked around him. "Resurrection day," he said, "and I am the first man up—American still

ahead!" It doesn't make any difference where an Atlanta man goes, he comes back with the conviction that Atlanta is "the first place up."

An Episcopal clergyman remonstrated with a Methodist minister because he did not commit his sermon to manuscript. The Methodist brother told him he was afraid the devil would read it Saturday night and then work so as to destroy the effects on Sunday. I have made a few notes in my own handwriting so that neither the devil or anyone else can read them.

In my state during the past twelve months we increased our receipts for schools about \$200,000. Our total now is \$1,565,135.74. Most of the increase was brought about by the local tax. We now have 340 out of 1600 districts. A district may be a tenth of a county or there may be fifty districts in one county. Some of the increase comes from dispensary funds and, of course, that may indicate an increase of which we are not so proud. In speaking of an increase of \$200,000 I do not include about \$175,000 spent by certain progressive communities in building school houses. These districts get special acts and float bonds at 4 or 5 per cent. interest, and redeem them in fifteen or twenty years. We encourage the building of the best school houses even if the pupils now in school will have to pay part of the cost twenty years hence.

We have established during the first year of our library law, something over 400 rural libraries, and we hope to increase this work. We have found that these 400 libraries have really been an advertisement to open up the work. We have increased our total attendance 4,000 in round numbers. We have increased the average number of days of session of white schools from 112 to 120, and I was very much surprised a few days ago to know that the average salary of the teachers in South Carolina has been increased from \$203.04 to \$226.92. While these figures are not so much cause for congratulation, yet to me there is some cause for congratulation in the increase. I believe that it indicates an improvement among the school teachers, which has a good deal of promise. I believe it means the elimination of the ordinary nondescript teacher. I think we are getting rid of such teachers as the woman spoke of when a gentleman asked her how many children she had, and she replied: "Five, two dead, two living, and one teaching

school." The one teaching school was just a nondescript—not living, not dead. I am glad to see that there is some prospect of the elimination of this kind of teacher in the near future. This is further corroborated by the fact that last year notwithstanding the attractions of the World's Fair and the numerous summer schools, we had 2,600 teachers in our summer schools, 200 more than we had in 1903. There is hope for the teaching profession when the teachers spend their meager salaries for their professional growth and development. Our legislature enacted a law putting a capitation tax on canines, so you see the "yaller dog" no longer controls our lawmakers. A compulsory attendance bill only lacked a few votes of becoming a law. We have good prospects of getting such a law within the next few days. It has been approved by the Governor, by the county and city superintendents' associations and by the best newspapers in the state. We call it a bill to abolish illiteracy and you will agree that we need it when I tell you that we have as many illiterate white boys and girls between the ages of 10 and 19 as there were votes cast for Parker in South Carolina on Nov. 8. I hope that South Carolina will pass such a law within thirty days and thus lead the South in this very important matter. I have no objection, however, to any other state getting the precedence by proceeding even more promptly.

Now, I think that the greatest cause for congratulation, not in my state but throughout the South, is the healthy sentiment which is abroad among the people. This sentiment is for better schools and I believe it is far ahead of its concrete development as revealed in legislative enactments. It is time for our legislatures to catch step and keep up. I was talking to a man who was living in a mountain home, a few days ago, and he made this statement: "I prefer to send my children five miles to a good school than to send to a poor one at my door." He had enough good sense, although his school advantages were poor, to want the very best for his child. I believe the sentiment all over the South is so healthy that very radical and important improvements will be made within the next five or ten years. Those of us connected with our school systems and those who work and legislate for them have the greatest opportunities and the greatest privileges for doing good.

Prof. D. B. Purinton, West Virginia.

(Stenographic Report.)

Mr. President, Fellow-Teachers:—I am sure you will credit me with sincerity when I express the delight and privilege I feel in being in your presence when you recall what your President has already said in regard to my recent railroad experience. But I had no thought of saying a word—I came only to listen and to learn. Permit me to express the great gratification it gives me to be in this educational renaissance in the Southland. Every report we have had is inspiring with its story of the thing accomplished and more than all with its promise for the future.

I represent the youngest in the sisterhood of Southern states and I suppose here, as elsewhere “Modesty becometh the youth,” but it seems we want to hear the exact facts in regard to the work of the various states represented. If there shall be anything in the facts in regard to West Virginia’s educational history that may seem immodest, I trust you will charge it to the facts and not to the speaker.

I cannot report so very much in regard to recent progress. In some respects perhaps it would be more satisfactory to take a period of ten years in West Virginia, during which time we can mark some steps of advancement.

Beginning with the University, with which it is my pleasure to be connected, I would say that ten years ago the faculty consisted of twenty or twenty-five teachers, and received from the State Legislature an appropriation of about \$30,000. We have now a body of seventy-five teachers and 1,100 students in the University and the last Legislature gave us \$293,500 for the current biennial period. We have very much “land yet to conquer,” and yet we feel grateful and encouraged at the great progress we have been able to make in the work of the University.

Then we have the State Normal Schools—six in number. It has always been difficult to maintain so many normal schools in a state so small, and yet the legislature has shown great generosity in regard to these schools. They now have an aggregate of 1,500 students and have an appropriation of perhaps \$100,000 annually for their work, besides local encouragement.

In addition to this, there are growing up some private schools, established by various religious bodies and from other sources,

so that the educational body in West Virginia is enlarging and advancing all along the line.

As regards our public instruction under the control of the state, I am very sorry Superintendent Miller is not here to speak to-day. He hoped to be with us, but was prevented. I was not expecting to say one word, as I have remarked, and cannot give you exact facts. I may remind you, however, that we have been only a few years in the process of erecting school buildings in West Virginia. We had to begin from the very beginning—to build all our district school houses as well as all other buildings for educational purposes throughout the state, and it was a large and laborious task. I am glad to report we are progressing finely. We have now about 8,000 school buildings in the state and the number is constantly growing. We are moving along several lines of modern improvement. During the last two or three years, perhaps, some things should be recorded. In this time we have adopted and put into operation a law of uniform examinations. It was a matter attempted for some time, finally adopted with a great deal of misgiving on the part of its real friends. At the first examination or two under the new law the situation was discouraging. It looked as though we wouldn't have enough teachers able to pass these examinations, and we have suffered inconvenience in some of the counties on this account, and yet the longer and oftener we held these state examinations, the better the results obtained. Our teachers are becoming familiar with the fact that they must meet a certain high standard and they are meeting it.

We are doing something else in West Virginia. We have organized during this past year a School Improvement League, as we term it. The purpose of the League is to improve schools, not in a general way, but in two or three lines, as to school houses, school libraries and school grounds. It is a sort of literary-aesthetic movement. This league pledges itself to do all in its power to add to the school libraries throughout the state. It pledges itself to assist Nature in training the grounds and surroundings of our school houses. Some of them are in a desperate condition. We have already more than 2,000 members in this league and this movement bids fair to be of very great value to the service of schools in West Virginia. We want to make our schools centers of interest in everything that is enriching to the human mind.

and human life. In this effort we feel encouraged, very much encouraged.

We have recently established summer schools for teachers and with encouraging results. We are drawing upon Virginia, Florida and all states west and east and north of us for instructors in so far as our limited resources enable us to provide them. We really hope to make our schools something like what they ought to be.

We have done another thing during the past year and it is a unique thing too—but not in the sense we heard last night. We have established the first State School of Methods for Sunday School Workers in America. You have heard about the ungodliness of the State University—no respectable Christians would assemble in such institutions; they are ungodly things. Well, in our university we are teaching the English Bible to great numbers of students. We have more Bible students, Mr President, than are found in any denominational school or college in the state. And now we have established this school for Sunday school workers. Not expecting anything in the way of appreciation, we were rejoiced to find that 108 came and registered themselves at the first session. We expect to enlarge this school. Already there have been enquiries from five states in the Union as to how we did this new thing. We want to unite the best in education with the best in character and we can see in West Virginia no reason why we should spend thousands of dollars for the advancement of the teachers in secular science and not one penny for the teachers who are teaching righteousness to the youths of our land.

We have had our troubles and we still have them, for we have our difficulties and differences of opinion and judgment and sentiment. There has been a time in our state when there was a lack of harmony between the University and other schools in the state, but we have agreed over in West Virginia to bury the hatchet, to be harmonious and united in the cause we love. We have adopted the expression of Matthew Arnold, "Sweetness and light." Sweetness meaning love; and light meaning truth.

SUMMER SCHOOLS FOR TEACHERS.

PRESIDENT JOHN W. ABERCROMBIE,
University of Alabama.

I. BEGINNING OF SUMMER SCHOOLS.

1. *The Idea American.* The history of educational development has not always been that of unbroken progress. Indeed it rarely happens that any movement advances without varying periods of cessation, if not of retrogression. From time to time, unexpected conditions arise, unlooked-for influences are encountered, new applications of principles are introduced. Such has been the history of the development of the summer school movement.

The summer school idea had its origin, and has reached its highest development in the United States. While organized summer study was done before that time, the first effort to establish a permanent vacation school for teachers seems to have been made in 1872. The greatest advancement has taken place within the past decade.

2. *Character of First Summer Schools.* The first schools established had for their object the teaching of the natural sciences. The study of science has always been fraught with increasing interest.

Thirty-two years ago the fourteenth day of this month, Professor Louis Agassiz, in behalf of the faculty of the Museum of Comparative Zoology in Cambridge, Mass., issued the prospectus of the first important summer school for teachers. The prospectus began with this announcement: "Programme of a course of instruction in natural history to be delivered by the seaside in Nantucket during the summer months, chiefly designed for teachers who propose to introduce the study in their schools, and for students preparing to become teachers. Through the generosity of Mr. John Anderson, of New York, an endowment of \$50,000 was raised for the equipment and maintenance of the school. It was opened in 1873 in buildings erected on Penikese Island, in Buzzard's Bay. Forty-three students coming from all sections of the country were enrolled at the first session.

During that year the death of Professor Louis Agassiz occurred, and the next session of the school was conducted by his son, Professor Alexander Agassiz. After an existence of two years, anticipated financial assistance not materializing, the effort was discontinued. Immediately following this, several other efforts were made, all having for their aim the teaching of natural history, and all discontinuing for lack of means with which to meet running expenses.

The movement having been inaugurated, like every worthy undertaking based upon a permanent and growing demand, though retarded by occasional set-backs, was not permitted long to go without substantial financial backing. "The first real revival of the Penikese idea," said Dr. W. W. Willoughby in a paper published by Commissioner Wm. T. Harris, "was in 1878, when the trustees of Johns Hopkins University made an appropriation to establish the Chesapeake Zoological Laboratory. This idea (however) was to make provision only for students sufficiently advanced to undertake original research. No building was erected, and indeed no permanent location was chosen, but the laboratory was moved from place to place as seemed desirable, the appropriation being sufficient to furnish all needed conveniences for work. This laboratory enjoys the distinction of having been the first marine laboratory successfully carried on in this country in which research of purely scientific value was made the ruling feature. It was established primarily for the benefit of students already in attendance at the Johns Hopkins University, and conducted in connection with the courses there given, no effort being made to bring it into prominence as a separate organization."

Since that time biological laboratories for summer work have been conducted at a number of places, among which may be mentioned those at Woods Holl and Brooklyn Institute. The widespread interest, and the rapid progress of recent years in the teaching of biology may be traced to the influences set in motion by these schools. Indeed the development has been so great that no high school even which neglects the subject can claim to be abreast of educational progress.

3. Other Schools. Following the example of the schools mentioned, those which came immediately afterwards offered instruction in one subject only. Among the first to offer instruction in more than one branch were the Concord

School of Philosophy and Literature, the Sauveur School of Languages, the Martha's Vineyard Institute, the Chautauqua University, and the Harvard University.

The school at Concord owed its beginning to another Harvard professor, Dr. Benjamin Pierce, and was opened in 1879. The faculty comprised some of the most advanced thinkers in speculative philosophy, Ralph Waldo Emerson, A. B. Alcott, and Wm. T. Harris being among the number. The school was well attended and continued for ten years. It is conceded that it exerted a powerful and elevating influence upon the alarming materialistic tendencies of the times. Taking the idea from the school at Concord, the Glenmore School, located in the Adirondacks, soon followed, its chief object being the advancement of the "culture sciences."

The first school of languages conducted during the summer months was opened by Dr. L. Sauveur at Amhurst College in 1877. While other subjects were added to the curriculum later, special stress was placed upon linguistic studies. The school sought to meet the wants of, 1. American teachers of foreign languages who desire instruction in methods of teaching; 2. Business and professional men and women who wish to devote the summer to study amid pleasant surroundings; 3. Students who wish to begin the study of language, or to make up deficiencies. The school followed its founder, and existed at Amhurst College, at Oswego, N. Y., and at the University of Vermont. It has been excelled perhaps by no other summer school for languages.

Martha's Vineyard Institute has existed since 1878, and is one of the most noted institutions for summer instruction in the United States. It was started by Homer B. Sprague, who was at that time at the head of the High School for Girls in Boston. Instruction is offered in almost every branch taught in the grammar school, the high school, and the college, but the science of teaching has always been given a prominent place in the curriculum. The Institute has been incorporated under the laws of the state of Massachusetts. Its material equipment is of the best, and is probably unexcelled by that of any other similar institution.

Of Chautauqua it is hardly necessary to speak in this presence. Its past accomplishments, its present status, and its future possibilities are known of all students of education. Organized

in 1874 under the leadership of Dr. (now Bishop) John H. Vincent, "for the improvement of Sunday School teaching by a generous alliance with science and literature," it has developed beyond the most sanguine expectations of its founders, and is now the greatest and most wonderful summer school in the world. While the "first distinctive objects of Chautauqua are inseparably connected with Biblical study in a Sunday school normal institute," it has come to cover almost the entire field of knowledge. Chautauqua extension has been advanced to such a degree that at least a hundred assemblies now have existence. Indeed Chautauqua may rightfully be called the mother of summer schools.

Harvard was not only the first of the Universities in the United States to attempt summer instruction in one subject (biology), but was among the first to conduct a vacation school for the teaching of a number of subjects. As a result of the activities set in motion by Professor Louis Agassiz in his efforts to establish the Penikese school, Harvard's present magnificent summer school system has its being. In the beginning, the management of each of the departments was left entirely to the professor in charge, and each professor received as his compensation the fees paid by students in his department. Now the school is under the direction of the University, the fees are turned into the treasury, and the salaries of the professors are fixed and paid by the corporation.

II. SOUTHERN SUMMER SCHOOLS.

1. *University of Virginia.*

But to trace the origin and development of all summer schools would require more time than that allotted for the entire programme of this meeting. I shall not undertake to do this, but will confine the remainder of my remarks to a consideration of Southern summer schools.

It is claimed that the beginning of summer schools in the South was at the University of Virginia in 1870, when John B. Minor opened a school for the teaching of law. Since that date schools of chemistry, engineering, medicine, biology, and methods of teaching have been added. For nearly thirty years, excepting the summer normals conducted under the auspices of the Peabody Education Board, Virginia had the entire field.

2. The Summer School of the South. Within the past decade in almost every state one or more summer schools for teachers have been established. Some have been of short duration, others give promise of permanency. The length of the term is from four to eight weeks. The average is about six weeks. As a rule they are maintained by matriculation fees, by appropriations of boards of trustees, and by personal donations. So far as I am informed, Alabama is the only state in which the legislature has made a special appropriation for the maintenance of such a school.

Perhaps the greatest success has been achieved at the University of Tennessee, where the great and popular Summer School of the South is located. This school came into being under the leadership of President Charles W. Dabney, and was made possible by the generosity of the General Education Board, which, during the three years since its opening, has contributed annually the sum of \$10,000 toward its maintenance. The annual cost of conducting the school ranges from \$20,000 to \$30,000, and the attendance ranges from 1,000 to 2,000.

The courses of study of the Summer School of the South are so arranged as to include almost every subject taught in schools and colleges, but special stress is placed upon those subjects and those methods of teaching which are most needed by the teachers in the public schools. Many public lectures by noted speakers are provided. Patronage is drawn from every Southern state, and the establishment of the school has greatly advanced the cause of education in the South.

3. Other Southern Schools. While summer schools for teachers were conducted in some of the Southern States prior to the opening of the Summer School of the South, they were conducted upon a limited scale, and that school may rightfully be considered a new movement so far as this section is concerned. Although the attendance there has gone above 2,000, it is realized that thousands of teachers will never be accommodated, unless similar schools shall be established in each of the states. It is plain that for such instruction as can be provided in each of the states during the summer months, there is a wide-spread and pressing demand. It is gratifying that in nearly every state efforts are being made to meet this demand.

During last summer schools for teachers were conducted at the Universities of Alabama, Georgia, Kentucky, Mississippi,

Missouri, North Carolina, Tennessee, Texas, and Virginia. Though I have failed to obtain information to that effect, it is probable that in every state some effort was made to maintain such an institution. It may be that in some instances the school amounted to nothing more than the old-time summer normal.

III. THE MOVEMENT OPPORTUNE.

1. *The Professional Uplift.* So far as the South is concerned, the summer school movement came none too soon. An awakening along professional lines was sorely needed. Educational advancement has been greatly hindered by lack of professional spirit. Till recently, and even now in some places, with most people engaged in the work, teaching has not been looked upon as a high and noble calling—a profession of the greatest importance, of the highest dignity. It has been entered upon with special preparation as a temporary matter, as a stepping-stone to something else considered better, and therefore more to be desired. Time not spent in the school room has been occupied in preparation for something else. As a result, teachers have cared little for their work and have been but poorly prepared for it.

Since teaching has come to be regarded as a thing not to be ashamed of, as a respectable calling, men and women are choosing it as a life work, and are beginning to realize the necessity for spending their vacations in such a way as better to equip them for efficient service. The vacation school offers this opportunity, and the figures quoted show that they are taking advantage of it, and in increasing numbers. They are learning that it is most unwise to work two-thirds of the year and idle away the remaining third; that what is needed for recreation is not cessation of effort, but variety of effort; not long intervals of inactivity, but diversity of activity; and that the vacation period can be spent pleasantly, profitably, and cheaply at a school planned to supply their academic, professional, physical, and social needs.

Melville Dewey, the great advocate of the summer school, writes as follows of this feature of the work: "Thousands testify after the trial that the change of surroundings and occupation, the stimulus of congenial companions, interested in the same subjects, and the many provisions of our best summer schools for healthful recreation, are better preparation for hard work the next year than a vacation spent in idleness. In brief,

it is evident that the tendency is growing among teachers to congregate for a few weeks during the long vacation; our problem, therefore, is how to get the most good from these meetings."

CONCLUSION.

The conclusion reached from a study of the subject is this: The summer school for teachers is to be a permanent institution—permanent because it performs an important public service. It will be recognized by the people as a long neglected, but necessary branch of the public school system, and the law-making power will come to its assistance in the matter of maintenance.

In Alabama where the proposition was submitted to the legislature, an appropriation of \$5,000 was promptly voted for the establishment and maintenance at the University of such a school. That the appropriation will be increased at the next session of the legislature there is little doubt. At the first session of the school, three hundred and fifty teachers were in attendance. What has been done in Alabama can be accomplished in each of the states of the South, if the matter is properly presented.

Let us encourage this movement, fellow-teachers, for it promises a solution of many perplexing educational problems.

COMPULSORY EDUCATION.

PRESIDENT ANDREW SLEDD, University of Florida.

It is hardly necessary to define compulsory education. It is merely a statutory requirement that all children within a specified age limit shall attend school regularly for a specified part of each year unless prevented by certain specified and sufficient causes, and it carries, of course, appropriate penalties for its violation. It does not concern itself with the higher education, and thus escapes the whole class of problems which lie in that department. It deals only with the public schools, or with

private schools of like grade; and it represents the state's supreme effort to make its public schools effective, and to rid itself of the burden and the curse of public ignorance.

It will be seen at once that such a statute strikes at the very root of popular ignorance, and deals with the final question of the efficiency of popular education. Larger appropriations for our public schools, better school houses and better teachers and longer terms, are all desirable. But none, nor all, of these can be finally effective unless the children can be made to go to school. This first and fundamental difficulty compulsory education proposes to remedy. It proposes to make the children go to school.

The end aimed at most of our people will recognize as highly desirable. There is a very general—but by no means universal—feeling that our children of school age should be in school. But some—perhaps many—of our people, will object to the means by which it is proposed to accomplish the result desired. If it were true that these objections are based wholly on ignorance of the facts of our general illiteracy or on a general and unreasoning opposition to education *per se*, it might be necessary to introduce this discussion with the citation of educational statistics and with an argument touching the desirability of education in general. But many of our fellow citizens, who are cognizant of the facts and are hearty champions of education in a general way, still oppose the scheme of compulsory attendance. To them this paper is addressed. To those who do not know the extent of our popular ignorance, and to those who are opposed to all education, I have nothing now to say. But, premising a fair degree of acquaintance with the situation and a considerable interest in education, this paper will deal briefly with those grounds of opposition to compulsory education which lie more or less outside of the educational sphere, and which are more or less peculiar at this time to our own particular section.

And first, it may be objected that the scheme is *new*, and conservatism may be rallied in opposition to it. But, while the school is new in the South—no Southern state having any such statute—it has for years been in successful operation in other parts of the union, and to-day every non-Southern state in the union (with the exception of Delaware, Missouri, Oklahoma and Indian Territory) has in operation some statute for com-

pulsory attendance upon the public schools. And it may be remarked in passing that the Legislature of Missouri passed such a law in 1901. But the measure was killed by the governor's veto.

It is a most significant fact that the opposition to compulsory education is thus almost exclusively found in the Southern states; and one is lead to believe that the real and fundamental cause of such opposition is involved in the history and traditions of the Southern people. We cannot discuss this phase of the question directly, but it may be illustrated from time to time as we proceed; and the philosophic mind will have no great difficulty in tracing the connection between the different forms of present opposition and some feature or fact of our sectional life and history. In the present item—that of novelty—is not the opposition of an ultra-conservatism the natural manifestation of that spirit which locates the greatness of our section in the days of our fathers? which, with its face towards the past, rejoices in the glory that has been? and, in its very adoration of a historic greatness, despairs of improving on any of the institutions or ways of the fathers, and regards any suggestion of change as an insult to the mighty dead, treason to the land of Dixie, and a profanation of the sacred traditions of a distinct and peculiar people? It is certainly true that the possession of a past exercises a tremendous conservative influence on the activities of the present and the nation with its history to make will achieve greater things than the nation whose history, however splendid, is already made.

But I am an apostle of the New South. I say "the New South" because I believe in that term and in all that it signifies. "The old order changeth." It is the law of life and progress. Our golden age is not behind, but before us. Our glory is not of the sunset, but of the sunrise. Our faces are turned not towards the past, but towards the future; and we realize, that

"The best is yet to be."

I do not discount the deeds and glory of our fathers—God forbid; but I prophesy the achievements of our sons. I cannot believe that the high-water mark of Southern chivalry and courage was reached when the bloody tide of Pickett's charge washed up the hill at Gettysburg—nor that the promise and the potency of Southern manhood exhausted itself in the

making and defense of the South of our fathers. And I repudiate for the younger generations of Southern men and women any and all such implications that we are a race of degenerates—feeble than our sires in courage and in chivalry, or yielding to them one whit in fearless patriotism and progressive achievement for our native land and for our reunited nation. Southern manhood has not lost its virility, and Southern power has not perished from the earth. But we are no longer disposed to fight the old fights. They have been fought, and well fought. We commit them to history, and grip our swords for the fights that are yet to come.

The New South will not be unworthy of the old. Still it must be the NEW South. Child of the old, but different—different in environment and in views, in problems and in policy, even in sentiments and sympathies, in ideals and aspirations—different, yes, with multifold and multiform diversity, but neither false to its past nor unworthy of its heritage. What was good enough for our fathers is not good enough for us; and what suffices us will not suffice our children. This popular slogan of pernicious conservatism—"What's good enough for our fathers is good enough for us," is essentially and wholly false; and it is wonderful that even those who use it should fail to see the stultifying folly of the sentiment.

All that we have and enjoy today—nay, all that we are—we owe to those brave spirits that have insistently repudiated this silly and suicidal sophistry. Progress in science, in philosophy, in literature, in art, and in religion—any progress, and all progress, has issued out of that restlessness and discontent with the prevailing order which has stirred brave and prophetic souls to foresee and to make possible and real a new, a changed and a better state. Our presence here, our studies and discussions—are eloquent with the story of old things done away, and all things new. You sit in a comfortable chair; your father sat on a bench or a stool, and your grandfather sat on the ground. You wear comfortable and beautiful clothing; your father wore a bear skin, and your grandfather a fig leaf. You live in a commodious house, and you light it with electricity; your father lived in a cabin, and lit it with a pine knot; while your grandfather lived in a cave, and closed its mouth with a stone at night fall. What was good enough for our fathers is not good enough for us; and cannot be. Look on your left arm. There

is a scar, the record of your vaccination. That little scar is an epitome of the story of resisted progress. When Jenner sought to introduce his new discovery, scientists railed at him for "bestializing" the species by the introduction of vaccine virus into human veins; while pious clergymen denounced it as a sinful violation of the ways of Providence, and proclaimed, with unctuous emphasis, that the way their fathers died was good enough for them. Now we are all vaccinated, and we pass laws to constrain the obdurate. Still we need take care lest, mutatis mutandis, this story should still apply to us.

The fact is that the whole structure of modern civilization is a magnificent monument to the wisdom and courage and power of men who departed from the ways of their fathers. As in the past, so now, and in the days to come. As in other lands, so in the Southland. As with other peoples, so with us. Unless we can believe that the Sun of Southern glory touched its zenith in the old days, and that Southern achievement winged its highest flight in the former order, we must look forward to a NEW South, different from the old, and surely better. As the poet sings—

"I, too, am weak, and faith is small,
And blindness happeneth unto all,

Yet sometimes glimpses on my sight
Through present wrong, the eternal right;
And, step by step, since time began,
I see the steady gain of man;

That all of good the past hath had
Remains to make our own time glad—
While still the new transcends the old,
In signs and tokens manifold.

And onward, upward, moves the race,
With fearless heart and steady pace,
Until at last we come to be
The good that now we dimly see.

And, heirs of all the ages, stand
On tiptoe, while the promised land
Unfolds before our ravished sight
The beauty of accomplished right."

It is the law of life and progress—not that we need be, like the old Athenians, always running after some new thing, but that the fact of novelty cannot be an argument either for or against any measure proposed.

Compulsory education is, indeed, new in the South; but it is old and proven in other sections and other lands.

In Massachusetts, indeed—I quote from Horace Mann—“The colonial law of 1642, after premising that for as much as the good education of children is of singular behoof and benefit to any commonwealth, ordered that the selectmen of every town shall have a vigilant eye over their brethren and neighbors to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others their children and apprentices so much learning as may enable them perfectly to read the English tongue and knowledge of the capital laws; and it imposed upon parents what, in those times, was a heavy penalty for neglect.”

By the law of 1671, the selectmen were again required to see that all children and youth “be taught to read perfectly the English tongue, have knowledge in the capital laws, etc.”

And the laws of the Plymouth Colony, after setting forth that “whereas many parents and masters, either through an over respect to their own occasions and business, or not duly considering the good of their children and servants, have too much neglected their duty in their education, whilst they are young and capable of learning,” proceeded to make substantially the same requirements as were made by the above-cited provisions in the laws of Massachusetts Bay Colony; and then declared that if any parents or masters, after warning and admonition, should still remain negligent of their duty, “whereby children and servants may be in danger to grow barbarous, rude or stubborn, and so prove pests instead of blessings to the country,” then “a fine of ten shillings shall be levied upon the goods of such negligent parents or master.” If, after three months subsequent to the levying of this fine, “no due care shall be taken and continued, for the education of such children and apprentices,” then a fine of twenty shillings was to be levied. “And, lastly, if in three months after that, there be no reformation of the said neglect, then the selectmen, with the help of two magistrates, shall take such children and servants from them (i. e. the parents), and place them with some masters for years, (boys till they come to twenty-one, and girls eighteen years of age), which will more strictly educate and govern them according to the rules of this order.”

These are, so far as I am aware, the earliest instances of compulsory education with attached penalty for neglect, to be found in the history of our country. But the practice has spread now to every part of the Union, outside of the South, and the present tendency is to increase, rather than diminish, the stringency of present requirements, and to widen, rather than restrict, the scope and authority of the law.

The scheme has, moreover, been tried and approved in many other lands.

It has been a fixture in Germany for nearly three hundred years. Frederick the Great but made more specific principles that had been recognized for one hundred years, when, in 1763, he fixed this law, "Primarily, we demand that all our subjects upon whom the education of youth devolves, be they parents, guardians, or masters, send their own children, as well as those entrusted to their care, boys or girls, to school at five years of age, if not before, and allow them to attend till their thirteenth or fourteenth year. They shall be kept at school not only until they understand what is of importance for them to know about Christianity, and can read and write, but until they can give intelligent advice and answers upon what they have learned from the readers ordered and approved by our consistories."

Great Britain, including Australia, and even New Zealand—France, Italy, Austria, Switzerland—all have some form of compulsory education; and Japan has had it for a generation. In 1872 the Mikado's edict contained these words:

"All knowledge, from that necessary for daily life to that higher knowledge necessary to prepare officers, farmers, mechanics, artisans, physicians, etc., for their respective vocations, is acquired by learning (*Sic*). It is intended that henceforth education shall be so diffused that there may not be a village with an ignorant family, or a family with an ignorant member."

High ambition, worthy of the little yellow man who has shaken off the slumber of the countless centuries, and is building a new and a mighty nation in the Eastern world. To realize this great ambition, to hasten the spread of saving knowledge, Japan has passed a law for compulsory education, which alone could make effective such secondary measures as the multiplication of public schools and increased expenditure of public funds.

Evidently, then, this scheme has long since passed the experimental stage; and the South would run no risk of an untried nov-

elty by herself adopting it. And the fact that it has as yet been tried by no Southern state, instead of deterring, should be an incentive to us in Florida, if in other particulars we find the proposal good, to be the first state in the South to take this forward stride and thus, instead of waiting to follow, push forward to lead our Southern sisters in the educational advance.

This, I say, "if in other particulars we find the proposition good." But some man will object to the proposal as the visionary scheme of some fool school master; and he will certainly quote the proverb, as old as Heywood, and as threadbare as the poet's cloak:

"*You may carry a horse to water, but you cannot make him drink.*" And he laughs at the very term "Compulsory education." "Why," he says, "you can't make a boy learn by law. You can't remove ignorance by an order to educate."

Well, perhaps not, altogether. But neither do your laws against murder altogether prevent the violent shedding of human blood, and yet, should we be willing to leave the murderer unrestrained merely because the laws against murder do not perfectly accomplish the purpose of their being? Hardly. And the laws against other, and sometimes more hideous, crimes of violence, have never been able totally to remove the crimes at which they are aimed. Would you, therefore, leave the innocent a prey to violence, and purity in the hands of lust, because your laws forsooth sometimes fail either to hinder crime or to avenge it? Hardly, I fancy.

It is indeed a characteristic of all human law that it will fall short of the ideal accomplishment of its purposes; and the argument of insufficiency may be launched against every ordinance that man has ever passed. The law is to be measured, not by its failures, but by its aggregate success; not by the few cases that it cannot reach, but by the many that it deals with successfully; not by its distance from the ideal, but by its progress towards it. Measured thus, statutes for compulsory education, which for our critic's sake we might better call, statutes for compulsory school attendance, immediately commend themselves.

"*You cannot make a boy learn by law.*" Perhaps not, in every case. But you can make him go to school. "What's the use of that?" Well, when you have got him in school, you have not only put him in the way of intellectual influences, whose effect you cannot predict or measure, but you have subjected him to

educational authority, and it, wisely exercised, can and will put constraint, in some degree effective, upon every pupil in the school.

"You cannot make a boy learn by law." Maybe you can, and maybe you can't. Certainly it means a great deal to put the boy in the way of right influences. How many a child, when the *initia inertia* of laziness and youth has been overcome, has taken eagerly to his studies, and won his way to knowledge and to fame. How many a careless and indifferent boy, when by some word, some picture, some startling fact, his curiosity and interest have been aroused, has been electrified with the enthusiasm of a new life, and has been transformed into a new and better creature, and has become at last against every antecedent probability, a wise and influential citizen. And how many a child of every sort and class, has been inspired by the life around him to beat his way to better things. The example of his teacher, the emulation of his fellow students, the sweetness of success, even the stimulating impulse of not irretrievable defeat—these open to the child a new and heavenly vision, and voices without call to a long silent voice within, and at last it answers, "I am here, A MAN."

There is in many a child, who never read a book or crossed the threshhold of a school, or perhaps even cared to do so, a latent readiness to respond to scholastic influence. Like the wheat in old Egyptian tombs, the mental and spirit life of the child has been sealed up in cold and silent isolation; but burst the tomb, bring forth the wheat, plant it; let the dews of heaven water it and the sunshine call to its latent life, and, lo, bread for the hungry multitudes. Compulsory education bursts the tomb of childish ignorance, or parental folly, and brings forth the precious seed of the young life into the sunshine and the dew, and, lo, a hero, a saint, a power in life and death, and a heritage of glory for the race.

"You cannot make a boy learn by law." Yes, in a very important sense, you can. When you have got him to school by law—whereas without the law he would have staid at home—and the influences of the school have made him learn, however much, however little, you have indirectly, but none the less truly made him learn by law. But, indirectly, the law goes further still. There will always be a small residuum of incorrigibles, who are not outwardly, at least, susceptible to the various influences of

which we have spoken. I say "outwardly," for I believe that we are all really susceptible in some degree to every influence that bears upon us, so that I should entertain some hope even for the apparently incorrigible under the hidden operation of good influence. But the principle of compulsory education does not stop with this hope, nor limit itself to the uncertain effectiveness of good influence. The actual statute exhausts itself when the pupil has got to school, but, once there, he is handed over to other laws, which say to all "Thou must," to the incorrigible "Thou shalt." And those who will not learn, the insubordinate and the vicious, are first subjected to the general penalties of the school, are then segregated in a school of their own, and subjected to a different and more rigid discipline, and are finally sent, if incorrigible still, to the state reformatory. Then, and not till then, has the state done her uttermost for her citizens.

But the final incorrigible under such a system would be very few. Most children, as we have said, would respond to the influence of the scholastic atmosphere, and only a very few would stand out against the combined pressure of influence and authority. It is impossible to tell just what the percentage of incorrigibles would be in any given case; but we may quote expert opinions.

When Horace Mann was Secretary of the State Board of Education of Massachusetts in 1847, he sent out a circular letter, containing, among other questions, this: "Should all our schools be kept by teachers of high intellectual and moral qualifications, and should all the children in the community be brought within these schools for ten months in a year, from the age of four to that of sixteen; then what proportion, what percentage of such children as you have had under your care could, in your opinion, be so educated and trained that their existence on going out into the world would be a benefit, and not a detriment, an honor and not a shame to society? Or, to state the question in a general form, if all children were brought within the salutary and auspicious influences I have here supposed, what percentage of them should you pronounce to be irreclaimable and hopeless?"

"This circular was sent," he says, "to teachers highly competent to give evidence on so important a subject—competent from their science, and from their personal experience, from the sobriety of their judgment, and from their freedom from any motive to overstate facts or to deduce inferences too broad for the

premises on which they were founded"—and these teachers, of the highest intellect and character, made such replies as these:

"My belief," says one, "is that under the conditions mentioned in the question, not more than two per cent. would be irreclaimable nuisances to society; and that ninety-five per cent. would be supporters of the moral welfare of the community in which they reside."

Another says: "So far as my own experience goes, and I have been engaged in this profession twenty-four years, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light upon the subject, I should confidently expect that ninety-nine in one hundred, and I think even more, with such means of education as you have supposed, and with such divine favor as we are authorized to expect, would become good members of society, the supporters of law and order, and truth and justice and all righteousness."

While another goes so far as to say: "I should scarcely expect after the first generation of children submitted to the experiment to fail in a single case to secure the results you have named."

It will be observed that the essence of these questions and replies is that the children, if they can be brought and kept within the range of scholastic discipline and influence, *all* the children, with the possible exception of one or two incorrigibles in every hundred, will be developed into intelligent citizens and useful men and women. The only question in the minds of the men here quoted would be to get the children to good schools, and to keep them there. That granted, the issue, on the basis of their experience, does not admit of doubt or question. "Put the child in school, and keep him there," they say, "and he will come out an intelligent man, and a good citizen." Now, that is just what compulsory education proposes to do. It puts the child in school and keeps him there. And the experience of those states which have tried it tends to confirm the views of these practical educators as to its immense service in removing ignorance, and developing an intelligent, liberal, and progressive citizenry.

It must not be forgotten, moreover, that compulsory education deals with the ignorant, careless, or bigotted parent, no less than with the lazy and vicious child. Many a child is kept out of school, not because of any unwillingness on his own part either to attend or to make the most of the advantages offered him, but be-

cause of the folly or vice of his parents. In such cases, and they are very numerous, compulsory education can, and will, have the effect of making a boy learn by law; and removing ignorance by an order to educate. It will not only open the doors of the school house to this child whose path is blocked by parental interference and tyranny, but it will say to the parent, "Stand back; and give the child his chance." It will forbid the ignorant and vicious parent from perpetuating in the person of his helpless child his own evil and dangerous characteristics; and will protect the child in his inherent right to the development and exercise of his every faculty.

In all such cases as this, the immense benefit of compulsory education can neither be questioned or denied—and such cases as this, by reason of their number and their tremendous importance to the individual and the state, aside from those other cases of other and evil children who might or might not be benefited by the law—such cases as this, where the benefit is immediate, immense, and undeniable, would of themselves be sufficient to silence that carping critic, who assails the proposal as the visionary scheme of some foolish school master.

If now we have driven our conservative critic from his charge of novelty, and our carping critic from his charge of folly, we may take a fresh start to tilt against two other opponents of our cause.

The first of these is the practical man. He will acknowledge the desirability of the scheme proposed but deny its feasibility. He claims that in a section such as ours, where the population is large and widely distributed, it would be practically an impossibility to make any legislation on the line of compulsory education effective without a greater expenditure of public money and a greater burden in the execution of the law than would be justified by the benefits of the course proposed, or be compensated for in the general welfare of our section. It cannot be denied that there is force in this objection, and that the scheme of compulsory education, which might prove eminently successful in a section whose population is largely urban, might prove entirely impracticable in a section whose population is not centralized but is rather distributed sparsely over a wide area. It may be said, however, in full recognition of the arguments that lie along this line, (1) That the compulsory statute may be so worded as

to apply only to those school districts, rural and urban, in which the density of the population is such as to make the statute both practicable and effective. (2) That our rural population is hardly more widely distributed than in other sections and in other countries where compulsory education is in practical and efficient operation. (3) That the development of the idea and the spread of the practice of free transportation for the school children of the rural districts would greatly weaken, even if it did not finally destroy the objection which we are considering. (4 and finally) Our present public school system with all its defects has at least this one great and conspicuous merit that it does manage to place a school house within respectable reach of nearly every child in the section; so that the question of the practicability of compulsory education appears to be only another phase, in this particular, at least, of the question of any education at all. Indeed even with our present system of rural schools and without free transportation for the school children, the question involved is not so much as that of providing an accessible school, as of compelling the children to attend that school. In general it may be said that we have a school for every child in the sparsely populated districts and it remains for us to compel the children to attend.

"But," says the practical man again, "The parents of these country school children are largely small or tenant farmers, making a scant living for themselves and their family out of the soil, by their own toil and the plentiful sweat of their own brow! These men are too poor to spare their children from the fields. It is not a question with them whether or not the state will provide free education or even free transportation and free textbooks for their children, but it is a fundamental question of the support of the family which demands the hard and unremitting toil of its head and its every member. They must labor by their individual exertions to support their large families of children; and they cannot afford to support them in what they might consider the luxurious idleness of school life; and even if they realized that the child in school was really working hard, it is nevertheless true that such work is not, for the present, at least, productive of that material compensation which would minister to the child's support; and that is the fatal objection. It is the world-old pitifully tragic struggle for mere existence that binds them and their children to constant toil and isolation."

In reply to this proposition, it may be said that this picture is perhaps overdrawn and that comparatively few of our small and tenant farmers are so poor that they cannot spare their children for a reasonable period of attendance upon the public school. For those who are actually so indigent, exemption could be provided in the statute.

But it must always be remembered that the education of his children is the poor man's best investment. He needs it even more than the rich man. It is his means both of defense against oppression and of a larger and more abundant livelihood in the years to come. It protects his present and gives promise for his future. It is the guarantee of his advancement, the open sesame of his larger and richer life; and it is the soundest business policy for the poor man to suffer today in order that he and his children may reap tomorrow the larger rewards of more intelligent effort. And it is a fact demonstrated in a multitude of instances that the rightly educated child will make more, even in the momentary and material sense, by the added skill of his more intelligent efforts than the whole family could hope to accumulate by their unskilled and continuous drudgery as hewers of wood and drawers of water. A single illustration will suffice.

One, whom your speaker knew well, was plowing in his father's cornfield. His father came to him and offered him his choice of an education or a farm. The ambitious boy chose the education; and in after life, aside from the infinite and immeasurable satisfaction which came to him in the enjoyment of his personal culture, aside from his consciousness of the larger life and richer hope, aside from his dignity at home and in his state which were brought him by his culture and were the tribute of his family and his fellow citizens to his intellect—aside, I say, from all these things, this farmer boy, who chose education before the farm, made more money in a single year than all the other members of his family. This illustration could be multiplied a thousand fold; so that it will appear even from a mercenary standpoint, that the poor man's best investment is in the trained brain and skilled fingers of his children.

But, again, another objector will oppose the system of compulsory education on the ground that it trespasses upon the rights and privileges of the family, and arrogates to the state the rights which inalienably belong to the father. The soli-

darity of the family, and the supreme rights of the family's head in the control of the family's children, would be infringed upon by the assumption on the part of the state of the right and power to compel the education of the child. This objection possesses greater cogency in appearance than in fact. It is, of course, true that for the state to say to the father, "You must send your child to school," does greatly modify the rights of that father over his child and does place the state, in a measure at least, in the paternal attitude towards the children of its citizens. But all organized society is founded upon and necessarily demands the surrender of many personal and individual rights; in return for which it confers certain communal privileges, and guarantees to the individual the uninterrupted enjoyment of his other rights. Indeed, it may be laid down as a fundamental principal in this connection, that the state has a right to demand, and must demand, the surrender of any and all individual rights and privileges which jeopardize the existence of the state and hinder the development of the larger civic interest. To be sure, the state will provide some compensating advantage for the rights surrendered; but no state can surrender its general claims on the individual and his private interests without inviting civic disintegration and disaster. To illustrate: One would surmise that the right to life was the most sacred and inalienable of the personal rights, but the state does not hesitate to curtail that right in the case of any citizen whose continued enjoyment of that right would be detrimental to the public welfare. And it carries this assertion of supremacy so far that it does not recognize the right of any citizen even to take his own life, claiming that his life is the property of the state and that its continuance involves the interests of the state. On the contrary, the state does not hesitate to deprive the citizen of his life where civic interests demand it. In both cases, the action of the state is based upon the postulate that the citizen's life is not his own, but belongs to the state, so that he may not lay it down or extend it at his own pleasure, but only at the will and in the interests of the state.

Similarly, the father's rights over his children would seem to be among the fundamental private rights. He gives the child its life and it would seem that he might fairly claim the control

and the direction of the energies which he has called into being.

But it is not so. On the contrary, the state regards the child, not as a member of the family, but as a potential citizen; and does not hesitate to take immediate and intimate supervision of the welfare and interests of the child from its earliest infancy. Thus, *infanticide is a crime*, though the infant may have no knowledge either of life or death, though it has no capacity for either good or evil, though it may suffer no pain in its death—still, infanticide is a crime; not because the father did not beget the child, or can be relieved from the obligations of his paternity, but because the state regards the child as a potential citizen, and is obligated to protect it as such in its right to life even against him to whom it owes its life. From this standpoint of the state, which regards every child as a potential citizen, every child comes into the world as an heir to certain civic rights and privileges which the parent cannot control, and which are sustained by the state against the rights and privileges of the family as such. Among these rights to which the child is born, and which are over and above any family rights and parental authority are, as has been said, the right to live, the right to protection in body, mind and morals, and all other rights and powers which would or could contribute to the prosperity and perpetuity of the state. Thus the state does not hesitate to say to the father, "You must not abuse the body of your child or maltreat or maim it in any way;" not because the state has any particular affectionate interest in the particular body of that particular child, but because the preservation of the state may sometime demand the body of that child as a bloody sacrifice for its defense; and the state, in the potential need of the life and service of its citizens, asserts its civic right to protect that life and body for itself. Thus the state protects the child against the possible oppression and injury of the family. On the contrary, the state does not hesitate to assert its prior right to break up the family whenever civic interests find that justice must be executed upon the child. The youthful thief will be taken from the bosom of his home and cast into prison; and the youthful murderer will expiate his crime in the chair or on the gallows; not because the state disregards the rights of the

family or takes pleasure in the punishment of the child, but because larger civic interests can only be maintained by such an assertion of the state's supremacy.

Any other principle than this would issue finally in the dissolution of all society and in the reign of the wildest anarchy.

Now, if the state may constantly exercise the right to protect the body of its youthful citizens against the parental authority or the oppression of parental injustice, has it not the same right to protect the mind of the citizen that is to be from the carelessness, ignorance or indifference of the home? And if the state can go into the home and say to the head of the family, "You must neither injure nor neglect the body of your offspring," can it not, and ought it not, to exercise a more rigid supervision and a more strenuous authority in the protection of the mind from injury or neglect? Or, again, if the state can go into the family and say to the broken-hearted father and weeping mother, "Give up your child for prison walls and a shameful death," can it not, and ought it not, with the majesty of an infinitely greater authority, to go in to a stupid father and silly mother and say, "Give up your child for the public school and the dignity of efficient service for the state and the race." How much wiser it would be to exercise this civic authority in putting the child in school, keeping him there, and fitting him for effective citizenship, rather than, through any silly squeamishness against governmental paternalism to leave the child in the hands of ignorance until ignorance has borne its proper fruit in vice, and then at last to assert the state's supremacy not to save but to destroy? How much better and wiser, how infinitely more appropriate to the majesty of a great state to assert its authority to save its youthful citizens, rather than at last too late to raise its bloody hand to destroy. The public school is the enemy of the prison; and if the state will assert its authority to put its children in the public schools, it will need less and less to take them with violence and cast them into the prison.

The state has a right to compel parents to provide their children with such education as is necessary to fit them for good citizenship. It is a part of the soundest civic policy so to do, and every measure looking to this end deserves and should receive the loyal and patriotic support of every intelligent citizen.

FORWARD MOVEMENT OF EDUCATION IN NORTH CAROLINA.

PRESIDENT CHARLES D. McIVER, North Carolina State Normal College.

The subject assigned me by the management of this Association was not of my choosing, but if the Southern Educational Association wishes to hear about the "Forward Movement of Education in North Carolina," it will be my pleasure to present a few facts in regard to the progress of that state during the past four years. I am thoroughly conscious of the fact that much I shall say might be said of other states represented in this association, for there has been gratifying progress everywhere. I know also that where one state is weakest another is frequently strongest; and that sometimes legislative enactments of one state give better opportunity for educational progress than is given by the laws of another state. In some states, too, there are constitutional limitations, whereas in others there are none. For these and other reasons it would be valuable if we could have, at the opening of every annual meeting of this Association, a ten-minute paper carefully prepared by a representative of each state showing the year's progress in his state. In this way we would gain much useful knowledge and stimulation from one another, and at the same time we would secure the comfort of knowing that all the hard conditions to be overcome are not in any one state. Taking these papers collectively they would furnish a good annual inventory and would show the yearly progress of education in the Southern States.

A year ago at Atlanta I had the privilege of addressing this Association upon the subject of "Local Taxation and Community Philanthropy," illustrated by conditions in North Carolina. I fear, therefore, that what I shall say this morning may be useless repetition to many. My story, however, shall be brief and consist chiefly of a comparison between the educational condition of North Carolina in 1900 and 1904, as shown by our public reports, though not exactly in the form in which I shall present them. I submit the following cheerful list of facts showing

the educational progress of North Carolina for the four years since 1900:

1. Increase in length of school term, 16 per cent.
2. Increase in average salary for white teachers, 16 per cent.
3. Increase in school population, 4 per cent.
4. Increase in school enrollment, 22 per cent.
5. Increase in average attendance, 42 per cent.
6. Increase in value of school property, 65 per cent.
7. Increase in salary of state superintendent, 33 1-3 per cent.
8. Increase in the average salary of county superintendents, over 100 per cent.
9. Increase in total school fund, about 75 per cent.
10. Increase in the number of local tax districts, 663 per cent.
11. Decrease in number of school districts by consolidation, 441.
12. Number of school libraries established, 877.
13. Number of new school houses built, 1,015.

While the state is still far below what she ought to be and what she soon will be in length of school term, teachers' salaries and general educational investment, it is advancing at every point; and in its entire history, the state has rarely taken a backward step after undertaking to do any good thing.

For the past four years there have been many very active agencies at work to promote educational progress in North Carolina. Our suffrage amendment has greatly stimulated school attendance. The Woman's Association for the improvement of public school houses and grounds is vigorous and influential. The press has promoted every wholesome agitation. The scholarly and zealous Superintendent of Public Instruction, with the gentleness of a dove and the courage of a lion, has labored unceasingly and systematically. The governor, whose magnetic presence you will feel tonight, has shown by his action that he regards the education of all the people as towering above every other political or commercial consideration. When nominated to the high office of governor he pledged to the convention which nominated him that if elected, the entire influence of his office for four years would be used to promote the cause of universal education and the improvement of the state's public school system. Many have wondered at what he has accomplished by his

eloquence and his courage, and some others have been astonished to find that he meant what he said when he accepted the nomination for governor, and that he has not varied a hair's breadth from that pledge.

Aggressive educational statesmanship among teachers and public officials is the need of our time, and every Southern State that has not developed such leaders will do so within the next five or ten years. With such leadership as we have had in North Carolina, many men of all callings entering actively into the campaign, and with a campaign fund provided by the Southern Education Board to pay the expenses of speakers, it is no wonder that North Carolina has made a signal advance during the past three or four years. Little of this progress, however, would have been possible but for long continued agitation for the past fifteen or twenty years by the teachers of the state, who must always be pioneers in every great movement of civilization. Their patient sowing has prepared the way for the great reaping of the present and the greater reaping of the future which is to be. The preacher must lead the battles of the church, the lawyer is the natural leader of legislation, especially as it relates to civil rights and courts of justice, the physician leads in sanitary legislation, and the banker in financial thought; so the teacher, who knows the entire educational question from the standpoint of a child, the school room, the teaching profession and the citizen, must point the way in matters of education. If we can not do this, then society will finally demand teachers who can do it, and the sooner the demand is made and executed, the better it will be for the world. The teachers of this country must learn to become tactful mixers with men and active agitators for more liberal educational investment. To some extent we are doing this already. We have passed away from the time when the old woman, being asked how many children she had, replied, "Five —two living, two dead and one teaching school."

I can remember not many years ago when no public man appeared before the people advocating an increase of taxation for the schools. But two years ago I was startled when on Thanksgiving day I heard a clergyman express gratitude for the spread of the local taxation idea. The last democratic platform of North Carolina rejoices in the educational activity of the people, and for the first time, so far as I know, in the history of politi-

cal platforms, expresses gratitude to the teaching profession in the following language: "And we further express our cordial commendation of the work of the teaching profession for the mental, moral and material advancement of the people, and pledge for the future our best endeavors to strengthen and increase the usefulness and efficiency of our whole public educational system."

In the newspapers of North Carolina, a few days ago, there appeared the advertisement of a large commercial establishment headed: "The Teaching Profession Underpaid. Forceful, Wide-awake Teachers in Demand in Other Callings." The following language is in the first two paragraphs of the advertisement:

"It is a well-recognized fact that the teaching profession is less adequately compensated than any other, and that no other calling includes in its ranks so many underpaid men of force and talent.

"It is also true that the forcible, wide-awake teacher is in demand more and more in other fields of endeavor just as honorable and far more remunerative."

I have called your attention to these last three incidents to show how thoroughly the agitation, begun and continued by the school teachers of North Carolina, has permeated its entire life. With the pulpit grateful for the spread of local taxation, and the dominant political party of the state expressing its gratitude to the teaching profession for agitating questions which, ten or fifteen years ago, frightened the average politician, and with the commercial interests not only recognizing and advertising the fact that the public does not adequately compensate teachers for their work, but also paying them the compliment of trying to tempt them into business, we can almost see the promised land.

Compared with the large investments made by many wealthy states in other sections of this country, North Carolina's figures would seem insignificant, yet I know many wealthy states with which I would not be willing to exchange educational conditions permanently. I would rather be a healthy man at the foot of the mountain advancing steadily and with the upward look of hope and faith than to be a corpse on the peak, or than to be the blasé traveler who has gone over the entire road and is slowly descending while possessed with the delusion that he is standing still on

the summit. When a man is on the right road it is not of great importance whether he be at one point or another. The direction in which he is moving and the rate of his speed are the important questions. The glory of the struggle to which we Southern educators are called and the prospect of certain victory is such exhilarating inspiration that I feel sorry for those in other sections who have not the opportunity and for those in our own section who lack the inclination to participate in the struggle.

THE WORK OF SCHOOL IMPROVEMENT IN NORTH CAROLINA.

MISS EDITH ROYSTER, Peace Institute, Raleigh, N. C.

I am glad to bring you a message from the Woman's Association for the Betterment of Public School Houses in North Carolina, because that movement is just one expression of what we in North Carolina call "McIverism"—the reaching out to help others into helpfulness.

The women of the South have always done their duty—they have done their duty to the home, the church and the State. This movement—this Woman's Association—is simply to rouse women into interest and helpfulness for the other person's child. It is the reaching out of the spirit of the family into the neighborhood. Ours is a very elastic association. It began working for the betterment of the school house and grounds, but with purpose not to stop short of bettering all the conditions connected with school life. The Association in different parts of the state is working for the betterment of old school buildings and the building of new ones; it is working for the school library and the improvement of the grounds, very much as the gentleman from West Virginia has told us a similar organization is doing in his state.

In some neighborhoods the people are prepared for broader interpretation of what the Association means, than in others. When the attention of women is directed to the school homes of

little children, their activities can hardly be limited to the care of the building and grounds. And so, eventually, we hope, the name will be changed to the North Carolina Association for the betterment of Public Schools.

The women of North Carolina who engage in this work are not new-fashioned women. They are old-fashioned women, who simply wish to help the men. They are not aggressively modern in the sense in which that word is usually employed. They do not even care for public speaking, but they are learning how to speak, and they do it when there seems necessity for it.

Representatives of the Association go into different parts of the state and utilize every possible opportunity to talk to the women, trying to get them interested in the schools, so that they, too, may help the men into whose care the school interests are intrusted. It is not intended that this voluntary service shall infringe upon man's duties, or that the women shall even pretend to take man's place. But what woman has accomplished in the church, gives ground for belief that surely her assistance may more quickly bring to pass much for the schools.

Some of these representatives go to picnics where they are invited to talk school house betterment; they go to every possible kind of meeting and talk school betterment. And the people hear them gladly. At one very large meeting last summer, two gentlemen came up and wished to know when the ladies were to leave for the foreign field. They were evidently unaccustomed to hear women urge that every child be given his opportunity. At another time a minister on Sunday afternoon allowed a local Betterment Association to be organized, preparatory to beginning protracted services in his neighborhood. He said the best way to begin a religious revival is to interest people in the children.

That is in part what is being attempted. We know the influence of the organization will widen. It is useless to speak of the need of women supplementing men's work along these lines.

Just one word about the reward. Those who go into the country—miles away from towns, and come into contact with the people there, often find pluck and heroism that is inspiring. To illustrate: There is a little woman in North Carolina who has worn herself into a colorless condition, one might say, helping brothers to go to college—a little heroine of the woods.

Two years ago she took a public school in a place where the widely scattered people had become indifferent to the education of their children. She saw the first thing to do was to get the children into the schools—no need of compulsory education where such women are. She saw that there was necessity to get the community interested in education, so every afternoon she put on her hat and went to see these people. She closed that session with an enrollment of 37; beginning with seven, she had increased it to this number, with a good average attendance. The second session she began with an enrollment of 25 and closed with 53, with a good average attendance throughout the year. This teacher is now improving the grounds and endeavoring to interest the people still further.

The men who know, say that in no state in the South are the women more interested in public schools than in North Carolina. I say that not boastfully, but to urge you women to go home and do more than we are doing. We need the inspiration of example, for we wish to be stimulated to do a great deal more than now seems possible. If you will help your state to do more than it is doing at present, you will help us and you will help every little child we may reach through our Association.

I wish this message might go straight to your hearts and rouse you, if it can, to get ahead of North Carolina. We should like to be gotten ahead of in this work. One hears so often of men dropping out of the profession, chiefly on account of insufficient remuneration. That is a call to women; it is a call that reaches us, because we can give with more grace than we can get; because we realize that the chief glory of womanhood is giving and not getting. Just this one thought is the inspiration, I think, for all who are engaged in this work.

THE SCHOOL AS A CHECK UPON LAWLESSNESS.

PRESIDENT JAS. A. B. SHERER, Newberry College, S. C.

It may be set forth almost as an axiom that every virtue has its counterfeit, which is invariably vicious. Bravery is the essential virtue of manhood, but its counterfeit is the bravado of the bully, which may degenerate into vicious brutality. At the other extreme, the gentleness of a gentleman is certainly a virtue, but effeminacy is the accompaniment of cowardice. Neatness has its counterfeit in foppery, economy in miserliness, culture in pedantry, devoutness in cant, purity in prudery, humility in servility, love in lust and pure patriotism in impure politics.

It is so with the great twin truths whereon society is founded. I mean liberty and law. The counterfeit of law is tyranny, while that of liberty is license, which is only another name for lawlessness. Liberty and law are twin sisters, bound together by a closer unity than the famous Siamese twins, so that to hurt the one is to maim the other. But tyranny and license are enormous antipodal evils united only in their antagonism to the state.

Men have always shown a tendency to drive these two great principles of law and liberty into their counterfeit vicious extremes, and to this fatal fact may be traced all of the woes of government. It is true of Church as well as of State. The religion that we profess is ultimately founded on the conception of the Divine Fatherhood. Now fatherhood implies both liberty and law. Because the father loves his child, he wishes the child to be free; for liberty is the essence of love. (Both words arise from the Teutonic Lub.) But the wise father knows that liberty can be attained only through law. To give the child license would be to subvert his best interests; he would never have liberty at all, because his lower nature would inevitably control his higher nature and the worst sort of slavery result. Therefore law is as much the outcome of love as liberty is. The earlier Jews had a beautiful comprehension of this fact. David

praises God for His "free spirit," but never ignores His "perfect law."

He unites the two under a conception of fatherhood both majestic and tender, which reaches its wonderful acme in the twenty-third Psalm, wherein we hear of rod and staff, but also of still waters and green pastures. Had the sheep license, he would go astray; God's law keeps him in liberty. The later Jews, however, forgot the liberal heart of God, and laid all emphasis on His law. This made them at length conceive of Him as a tyrant, and Pharisaism was the outcome of this tyrannous conception. Then the Gospels came. I do not hesitate to say that its great object, considered from one point of view, was just to restore the unity of law and liberty in men's ideas about God. But the reaction in behalf of liberty tended to swing out into lawlessness, so that we hear Peter, the great apostle of authority, warning the early Christians against using their liberty for a cloak of maliciousness (1 Peter 2:16), while Paul, the apostle of liberty, calls love the fulfilling of the law. (Romans 13:10.)

The woes of the church from that day to this have come from a sort of alternating emphasis upon law or upon liberty, instead of an equal unifying emphasis on both, so that she has suffered now from ecclesiastical tyranny, and again from antinomian license.

History abounds in similar illustrations. How has it been with America? Our tendency from the very beginning has led us to emphasize liberty at the expense of law. The country was discovered and settled under the influence of a vast revolt against tyranny. The intellectual revolt dates from the year 1453, when the gates of the Golden Horn at last moved on their ancient hinges, flooding all Europe from the classical springs of the East. It was the impetus of the Renaissance that impelled the little Spanish caravel across the stormy seas; the discovery of America was a direct result of the downfall of Constantinople. Larger revolts were sure to follow; the Reformation is the religious side of the Renaissance. It was under the influence of the tremendous protest against tyranny begun by Martin Luther in 1517 that this country was settled by those colonists that have meant most to her history—the Puritans and the Huguenots and the Salzburgers, whose very names have

Protestant associations. Moreover, these and other colonists, led hither by love of liberty, found themselves in a vast untrammelled continent to breathe whose air was to become as it were drunk with a sense of freedom. The Revolutionary war was an inevitable consequence of such conditions. Its success led to the foundation of a republic upon principles that seek a maximum of liberty by means of an irreducible minimum of law. Wherever this minimum is still further diminished through blindness to the equable principles of government, the fundamental balance is at once destroyed and liberty descends into license. We sadly need at this hour a strong readjustment of the scales. Who will deny this?

Take, for example, the law as applied to the protection of human life, which is supposed to be its primary function. The individualist frenzy of libertinism has been carried to such a degree in this "land of the free" that human life is actually ten times cheaper today in the United States than in the Pagan Empire of Japan. (For the statistics, see article by Dr. Julius D. Dreher in *The State, Columbia*, for Oct. 18, 1904.) In a valuable address delivered at the St. Louis Fair last September, Judge Wm. H. Thomas, of Alabama, indicates the unenviable pre-eminence of the United States in the number of annual homicidal crimes. In the German Empire there are about five homicides committed annually for every million of the population; in England and Wales, ten or eleven; in France, fourteen or fifteen; in Belgium, sixteen, and in the United States about 130. We have been accustomed to charge our crimes upon the foreigner; but these figures do not justify that view; and Judge Thomas further points out the striking fact that among the five sub-divisions of our country "the two geographic divisions having the most foreign-born show the lowest rate of homicides."

A dozen years ago we were all reading a startling book bearing the suggestive title, "In Darkest London." This city is noted for a combination of conditions that tend to breed crime such as racial mixture, depressing climate, density of population, and comparative illiteracy. Its crowded slums would seem to furnish a veritable hot-bed for vice and lawlessness. I have therefore been interested in a comparison between the homicidal record of "darkest London" for 1903 and that of

my own adopted state. The Chicago News gives London an area of 688 square miles, with a population of 6,500,000; that is to say, 9,500 people inhabit every square mile in London. South Carolina has an area of 30,570 square miles and a population somewhat exceeding 1,340,000; that is to say, about forty-four people to the mile. In climate the state is richly favored; there is no greater average of white illiteracy than in London and the aggravations of our race problem are more than offset by racial admixtures among the crowded slums of the world's metropolis. Every advantage is with the state as against the city. And yet London, with its six and a half million souls, had only twenty-four murders last year, while in South Carolina, with a population of one and a half million, 222 people were tried in the courts for homicide. Not only so, but in London there was no "undiscovered crime," as all the murderers were arrested, except in four cases, where they committed suicide. In South Carolina, however, we are told that "many homicides are committed for which no one is tried. Hence the actual number of homicides last year was considerably more than 222." (Dr. J. D. Dreher, *The State*, Oct. 18, 1904.)

The figures are a little better this year; but a striking feature of the situation lies in the fact that even where criminals are arrested and tried the law is very seldom enforced.

During the first ten months of the current year, for example, there were 160 arrests for the taking of human life in South Carolina, but not a single white man was convicted of murder and sentenced to death. Two negroes, indeed, were sentenced to be hanged. (*Charleston News and Courier*, Oct. 31, 1904.) A Charleston newspaper bitterly declares that the law in the "proud Palmetto State" seems to exist only for negroes—for if a white man kills a negro or another white man he is invariably acquitted; if a negro kills a white man he is lynched; so that it is only when a negro kills a negro that the "majesty of the law" is duly exercised.

Judge Thomas, in the paper from which I have already quoted, shows conclusively that the variations in the enforcement of homicidal law do not seem to be due to climate, race, density of population, illiteracy, form of government, or length of governmental experience. The terrible facts cannot be ex-

plained by any of these theories, each of which has had able advocates. I think that our deplorable national notoriety in the taking of human life is simply the result of a historical deluge of liberty, rising at last to the flood-tide of license, which is proving too strong for the protective barriers of law.

Perhaps the most alarming phase of the whole situation consists in the enormous increase of homicidal crime in this country within the past twenty-five years. If the same ratio between the number of homicides and the total population of the country now prevailed as was the case in 1881, there would have been less than 2,000 homicides in 1903; but as a matter of fact there were nearly 9,000. That is to say, twenty-five years ago twenty-five people were annually killed out of every million of our population, but last year we slaughtered 112 per million, so that the danger of murder is four and one-half times greater in this country today than it was in 1881. (For statistics see McClure's Magazine, December, 1904.)

But these figures, startling though they are, do not even yet begin to indicate the number of human lives that are sacrificed in this country every year as a direct result of lawlessness. What of the Iroquois Theater horror and the Gen. Slocum disaster? We claim to be a Christian people, but those human bodies were really burnt in sacrificial offering to our American Moloch of greed. It has been proved beyond question that there were laws sufficient to prevent those disasters; but that the law-keepers were susceptible to bribery, and that the "captains of industry" who owned the theater and the steamboat preferred license to licenses. The railroads of the country kill more than 7,000 human beings every year, a record without parallel in any other country on earth; who shall say how many of these mutilated corpses are victims of the spirit of lawlessness? Mr. S. S. McClure describes our wholesale criminals, if I may so term them, under three heads: First, saloon-keepers, gamblers and others who engage in businesses that degrade; second, contractors, capitalists, bankers and others who can make money by getting franchises and other property of the community cheaper by bribery than by paying the community; third, politicians who are willing to seek and accept office with the aid and endorsement of the classes already mentioned. He rightly says that these men "constitute a class of criminals very

different from ordinary criminals who break laws; these men destroy law. They are enemies of the human race. They are destroyers of a people. They are murderers of a civilization." (Ibid.)

The spirit of lawlessness covers the whole country. Its most tangible expression is in the taking of human life, whether by wholesale or retail. In the great cities, where the prevailing motives are commercial, we have holocausts. In the South, where the prevailing motives are social, we have lynchings. In certain communities, such as Chicago, San Francisco and Pittsburg, we murder both by wholesale and by retail. Everywhere we have license, and unless we can check it the country is doomed.

There will not be any rapid transformation in this matter—depend upon it. That is impossible. We shall have no marked change until a new generation comes upon the scene, trained to nobler ideals. We must begin with the child. But who is going to begin with the child? There are three institutions that are theoretically concerned with child training; the family, the church and the school. I say "theoretically," because a glance at any of our comic papers will indicate the anomalous conditions of family life in this country. Some one has caustically observed that "a problem in America has to begin by being a jest, and we laugh at our troubles long before we think of doing anything about them." Consequently, we have satires by our prominent humorists on "the bringing up of parents," but the parents have not yet learned to take the matter seriously. At least the father has not. In the theoretical home the mother stands for the principle of liberty or love, while the father stands for law; but in the practical American home the father usually stands for nothing at all. He is far too busy to give any attention to the duties of fatherhood. He is out in the market making money for his child, forgetting that the coin of character transcends every other kind of wealth. American children are deprived of the needful discipline of fatherhood, and the disobedient child inevitably grows into a lawless citizen, for "men are but children of a larger growth." I say it with a sense of bitter shame, but I think we need hardly look to our present generation of homes, with their altarless hearths and

their headless tables, for the instillation of lawfulness into our children.

Nor yet, on the whole, to the church. The church in this country for the most part takes little account of the children. In Europe the Protestants have their parochial or religious schools with daily instruction in the fundamental truths of religion, besides rigid catechetical systems. Over here we seem to think that one hour of one day in each week is time enough for the church to devote to the children; and what a strange sort of devotion it is! You have heard that caustic conundrum, "When is a school not a school? When it's a Sunday school." Better methods are coming to prevail within very recent years, but I still submit that the average Sunday school affords utterly inadequate opportunity for the moral training of children.

There remains, then, the school as a possible check upon lawlessness. Is it possible? I believe so. I believe that it is actually within our reach. Teachers of the men of tomorrow, to lay upon their hearts now while they are plastic children, such a regard for the dignity and sacredness of law as will forever keep our liberties secure. My plan is so simple that I fear you will smile at it, but remember that our complex life breeds an undeserved and unworthy contempt of simple things. I wish that it might be made a part of the duty of every public school teacher throughout the land just to teach the children the Ten Commandments. They do not know them; where have they had a chance to learn them? Do you think it would mean nothing to them in after life, when tempted to do evil, to have these ineradicable law-words of childhood rise with an imperative "Thou shalt not?" Then your theory of psychology is a very different one from mine. Among the supreme restraints of a grown man's life are the inlaid imperatives of childhood.

I think that the simplicity of my plan has one thing at least to commend it: nobody could object to it, whether Catholic or Protestant or Jew. Besides the proper teaching of the Decalogue carries with it weightier matter than one might think. I would have the commandment "Thou shalt not steal" so taught as to include not only the petty thief, but also the millionaire. "By what process of reasoning can we make a moral distinction between the larceny of the despised green-goods or gold-brick swindler and the equally real larceny accomplished, for ex-

ample, by the rich and quasi-respectable promoters of the American Shipbuilding Company, that bubble of fraud, concerning which the public press has had so much to say recently?" (See George W. Alger on "Unpunished Commercial Crime," *Atlantic Monthly*, August, 1904.) And yet, the "confidence man" is hurried off to prison as a past-master in swindling, while the "captain of industry" is held up before our ambitious youth as a past-master of "success." It is as Emerson said, we need to correct our theory of success; and the best corrective I can think of is a plain teaching of the Ten Commandments.

"I would have the ancient word, "Thou shalt not kill," taught to our children in the South to mean exactly what it says. Dr. Julius D. Dreher goes to the core of the matter when he writes:

"The reports of lynching for the first few years always assigned as the cause the 'usual crime.' But it is no longer the usual crime that calls forth the vengeance of the mob. If men may be lynched for rape, may they not also be lynched for murder? Very little reason satisfied the mob; in fact, it does not reason; it draws no fine distinctions. Vengeance is its motto. When the mob wanted to lynch a murderer it did so. And then the list of lynchable crimes grew longer and longer. After a while misdemeanors were added to the list and negroes have been lynched for trifling offenses, for which our laws do not even provide a penalty.

"Men who trample on the laws of course have no respect for courts; and so the mob enters even the temples of justice to execute its lawless will. It takes prisoners from officers and jails when the hanging of such prisoners by the orderly processes of the law are as certain as anything human can be. The mob usually confines itself to killing and occasionally burning negroes; but now and then a white man is the victim. In South Carolina three white men have been lynched by white men and one by negroes, which is, so far as I know, the only case in which negroes have lynched a white man. But negroes have lynched a number of negroes.

"It is high time to inquire whither are we drifting. It seems to me that we have now drifted so far that all thoughtful persons ought to see plainly that the only position for law-abiding and law-respecting people to take is this: That lynching for

any crime whatever is itself a crime against our civilization. We cannot put down crime by committing other crimes. Lawlessness breeds lawlessness; hatred begets hatred; revenge incites revenge. If we sow the wind we may expect to reap the whirlwind. If we sow lawlessness, hatred, revenge, cruelty and brutality, we should not expect to enjoy the fair fruits of civilization. We should rather expect to raise the hydra-headed monster of anarchy and barbarism."

There are others of these old commandments that need new emphasis and plain interpretation. We need a new remembrance of the Sabbath day; a re-enforcement of filial piety; a purer social life; a cleanlier tongue and a heart that covets only the best gifts. Above all, we need to remember the supreme law, "Thou shalt love the Lord thy God with all thy strength."

I am not alone in my insistence upon this simple plan. The chancellor of New York University said at the opening of his session in 1903, "I wish we could require from every freshman a Sunday school diploma that would certify that he knew by heart the Ten Commandments, the sermon on the Mount, a church catechism of some kind, and a score of the Scripture Psalms and best classic hymns. This university will join any association of universities and colleges that will demand them as an entrance requirement." The truth is, we are exalting the intellect at the expense not only of the hand, but still more, of the heart, in our educational systems. We are in danger of deifying the mind, and dethroning the morals by sheer neglect here in America. The facts that I have cited call aloud for new methods in our schools, which seems to be the sole training places of the rising generation. We must emphasize the law—that comprehensive moral law which is alone sufficient as a guide of human conduct. There is no danger that we exaggerate the importance of law; our entire environment, as I have tried to show, provides against that. I wish that we could have a simple text book on "moral law" prepared for use in every school; teaching the sacredness of law as such, and based upon some such simple code as the Decalogue, with practical application to our modern needs. Meanwhile, we should face the facts. Nothing is ever to be gained by denying the truth and the first step towards the quest for a remedy is the clear recognition of a disease.

If only the teachers at this convention will take this matter thoroughly to heart and then go to work in earnest to do their manifest duty we shall find that the school is a check upon lawlessness.

INDUSTRIAL EDUCATION.

Hon. P. W. MELDRUM, Chairman Georgia State Industrial College, Savannah.

Mr. President: The great English thinker, Huxley, in addressing the Association for the Promotion of Technical Education, expressed the fear that he might be regarded as presumptuous in speaking to an audience acquainted with all branches of industry and commerce. How much more liable am I—a simple lawyer who comes here tonight with the dust of the legal arena thick upon him—to be adjudged guilty of the unpardonable crime of presumption, in attempting to speak of to this body of distinguished scholars upon the subject of education.

I take it that the courteous invitation extended to me by my lifelong friend, your gifted President, to address you this evening, was due to no special fitness of mine, but rather to the accidental circumstance of my having been for some years the Chairman of the Commission charged with the industrial education of the negro in the State of Georgia.

I use the word negro with deliberation, for I am opposed to the terms African, ex-slave, freedman, ward of the nation, brother in black, colored person. I object to African, because it is not exact, for all Africans are not negroes; to ex-slave, for it is too full of memories; to freedman, for it suggests the darkest page in American political history; to ward of the nation, for it smacks too much of paternalism in government; to

brother in black, because the Caucasian and negro are not of the same blood; to colored person, for it is a constant reminder of the inferiority of one race and a boastful expression of the superiority of the other. A just consideration for the feelings of the humblest should forbid constant reference to inferiority, and the well-bred gentleman conscious of his own superiority refrains from idly boasting of it. But, above all other reasons, I use the word negro with the hope, vain though it may be, of inspiring him with a respect for himself and for his race. No people ashamed of their race can ever rise from the depths to the heights—can ever emerge from darkness into light.

"Self reverence, self knowledge, self control,
These three alone lead life to sovereign power."

To the negro I would say: Learn to labor and to wait and be not ashamed of a long pedigree of toil.

In what I shall say, I do not wish to be understood as depreciating the value of higher education, or of discouraging the teaching of the humanities. It is neither necessary for my purpose to enter into the inviting field of general education, nor would it be profitable to discuss the many advantages of industrial education. I take it for granted, that the education which consisted exclusively in Latin, grammar, logic, rhetoric and Scriptures is a thing of the past. I take it for granted further, that the advantages to be derived from industrial education are self evident. I assume, that the ideal system of education is that which unites in due proportion the literary and scientific, and, therefore, I shall confine strictly what I have to say to industrial education in its relation to the negro.

There are those who would deny to the negro, education, the most elementary. There are others who would restrict the appropriation of public funds to the proportion which the taxable property of the negro bears to the mass. These declare that the white man's property should not be taxed for the education of the black man's child. Of course not! Who dreams of taxing the property of the rich man for the education of the poor man's child? Or the property of the non-resident, or of domestic or foreign corporations? Who would dare advocate that the property of the childless widow, or of the orphan, or the bachelor or spinster, should be taxed to educate the child of the

poor white man? The property of the virtuous should not be taxed to meet the expenses of courts organized for the trial of criminals. The strong and healthy should not be taxed to support hospitals for the weak and sick. Persons of sound mind surely ought not to be compelled to provide for the insane, and the learned ought not to be forced to support libraries for the unlearned.

I must confess to having little patience with either of these classes. Our conclusions should be reached by processes of reason, undisturbed by fear, uncolored by prejudice. Let the 30,000 negro schools in the South be closed today, and the result would be an increase of poverty, ignorance and crime. Without education there can be no wealth, happiness or true greatness.

"Size is not grandeur and territory does not make a nation."

"The one condition of success is the moral worth and intellectual clearness of the individual citizen."

In the negro there is necessarily a certain degree of crude potential energy which should be developed into a living force, well directed for his own good, and for that of the white man, and therefore for that of the state. The conversion of the crude labor of the negro into skilled products inures to the advantage of the employer and the employe. The tendency of the age is from occupations calling mainly for the exertion of physical energy to others that require manual and mental dexterity. Industry is a means not an end, and the end can be best attained by the application of intelligence to manual labor. Because of certain conditions such as race, soil and climate, the labor of the negro is now, and probably for unborn centuries will continue to be, essentially manual. Shall it remain of the lowest and least remunerative character, or do our every interest and duty prompt to its elevation? One of the objects of all education is to furnish the capitalized experience of the human race, and in no better way can it be afforded to the industrial education of the negro than by the establishment of properly equipped industrial schools, forming component parts, of the universities of the several Southern States. No general system of apprenticeship to the trades exists, and with the opposition in certain quarters to the industrial education of the negro, nothing can

by hoped for from the shops. The question clear-cut then is this: Shall we continue to have here with us for all time a mass of crude, ignorant and unskilled negro laborers, eking out a miserable and precarious existence, bearing no just proportion of the public burden, and contributing but little to the greatness and glory of the state?

The level of industry is lowered by the crude labor of the negro. The inertia of negro incapacity diminishes the momentum of a people's progress. A nation is prosperous in proportion as it is productive, and the negro is, in the main, a consumer, and not a producer. A nation is materially great as its citizens are allowed to develop and utilize to the largest degree their mental and physical powers. "Material advancement has its share in moral and intellectual progress." A mass of ignorant, unskilled negro labor is a constant menace to the peace of the state—a disgrace to civilization, and an insult to humanity and God.

It would be not only a blunder but a crime to prevent the industrial education of the negro. To secure this end, a fairly good English education should be provided, supplemented by the teaching of science and drawing. This work should be done in the public schools, but, for reasons not necessary now to be stated, is not being done in them. Hence, we must turn to the few industrial schools that have been organized in certain states, and which have, in the main, proven eminently satisfactory. In this beautiful city, now springing from its ashes, certain of the young negro brick-masons, leaving the school over which I have the honor to preside, came here in the emergency caused by the late disastrous fire, and have contributed by their skilled labor to the building up of these waste places. This statement is the simple truth, "and cursed be the social lies that warp us from the living truth."

Merely teaching the negro to read and write is not sufficient, but we must go further and teach him to put his elementary education to some good and useful purpose. It has been well said that "Perhaps the most valuable result of all education is the ability to do the thing you have to do, when it ought to be done," to which I may add and in the way it ought to be done. "The workshop is the only real school for a handicraft." A

great philosopher has said that the ultimate object of all knowledge is to give replies to these three questions:

1. What can I do?
2. What ought I to do?
3. What may I hope for?

I would answer, relatively to the industrial education of the negro, that, at present, he can do comparatively nothing, that he ought to be able generally to do everything, and that he has much to hope for. That he can do but little in the way of skilled labor is not altogether his fault. That he ought to be able, broadly stated, to do everything in the way of industrial work, is demonstrated by the fact that where he has been afforded a fair education and has been properly trained, he has done good work. And, finally, he has much to hope for, because there is a demand and a constantly increasing demand for skilled labor; the material well-being of the white people of the South can be best promoted by converting the crude labor of the negro into finished product, and the wealth and prosperity of the state will be increased by such conversion. And above all, there is in the best blood and highest culture of the South a firm and settled conviction and determination that the negro shall be treated according to his just deserts!

The negro is appreciative of the efforts that have been made for his improvement. When at the last session of the legislature of Georgia that body, upon a bill introduced by the only negro member of the house, granted an appropriation to the Industrial College for Negroes, thousands of simple hearts sent up an earnest and sincere prayer that the Giver of all Good would shower heaven's choicest blessings like benedictions on the state. It was a splendid picture worthy of the painter's brush, when that great deliberative body, on the motion of that negro member, passed unanimously the bill that took the white man's money to aid in the industrial education of the black man's child. I have always been proud of my state in peace—in war, but I was never prouder of it than at the moment, when the representatives of a just and generous people, rising to the heights of moral sublimity, did that noble act. There need be no fear of the loyalty of the negro to the state. His local attachments are strong, and his pride in his own people is seldom lost. I will never forget when a few years ago that

most lovable of men, the late President McKinley, visited our Georgia school. It was a glorious day of sunshine. The great oaks in the campus, with their long swaying moss, formed a cathedral more vast and splendid than ever the mind of human architect conceived, or earthly hands ever wrought. The floor was of nature's green, and the roof of heaven's blue. In the foreground were a thousand eager faces, and back of them flowed the shining river, dazzling in the sunlight. As Mr. McKinley ceased speaking to these people his kind and cheering words, there went up a great cry of satisfaction and applause. As it died out, another gentleman was introduced to the audience. He wore the blue uniform of a general in the army of the United States. He rose as his name was called. There was a moment of silence, and then as one man the vast audience sprang to its feet, and through the great oaks and far across the shining river went forth such a shout of proud acclaim that the President, rising, took by the hand in brotherly clasp that of the soldier in blue—Georgia's gallant Wheeler. It was not that these simple people did not love, respect and admire Mr. McKinley that their enthusiasm knew no bounds when Wheeler rose to address them, but it was because that old soldier was one of their own people, and their pride in their people has never died. Is it not wise that we, who stand for all that is best and truest in the south, should do whatsoever lies in our power to foster and keep alive this pride, in these simple people, for their state?

The industrial education of the negro needs intelligent, unselfish and benevolent direction, restricting the liberty of the individual, only so far as may be necessary to prevent waste of money, time and material, and excluding from the school room the workshop and the field sectarian religion and party politics. The underlying principle of these negro industrial schools should ever be that their success must depend upon the negroes themselves. They should be made to feel that these schools are their schools, the objects of which are to make clean, honest men, who will do good, honest work.

The number of students should be limited to the capacity of the institution to properly care for and discipline and thoroughly instruct the student body. Mere numbers are not desirable. A heterogenous mass is unwieldy. Each student to

whom a certificate is given should be reasonably expert in his trade or calling. The gospel of hard work should be preached daily, and its practice should be hourly enforced. No idle or dissolute student should be permitted to remain in the institution. Any one unable or unwilling to work should be dismissed. Instructors should be the living exemplars of their respective callings, and should be held to a prompt, capable and efficient discharge of their duties. The teacher who thinks more about Greek roots than pulling stumps has no place in an industrial school. These institutions are not schools of research or experiment stations. The negro has no time to waste, and the instruction afforded him should be on lines intensely practical. Every student should be required to select certain industrial work, and the largest freedom should be accorded to him in making that selection, so that he will take a pleasure in doing his work, for the heart giveth grace to every art. The several departments of the institution should be thoroughly equipped, for it is only through superior equipment that the best instruction can be made effective and the most efficient results obtained. The work in field and shop should be well done, with the least possible consumption of time and material, and in accordance with the latest and best methods, using to that end, as far as practicable, modern labor-saving machinery, power, processes and devices.

Each legislature should, in its general appropriation bill, provide regularly and with absolute certainty for the proper maintenance of its industrial school for the negroes, not as a matter of charity grudgingly bestowed, but as an investment; not as a matter of compulsory political legislation, but as a wise, economic and just measure.

I am not here to discuss what effect on the white laborer this training of the negro laborer may have. But I do not wish to be understood as saying or intimating that the very best advantages should not be afforded to the white boys—far from it, for, on the contrary, I have for a third of a century and more sought in an humble but earnest way to aid in the education of the poor but deserving youth of my own state. But I cannot understand why industrial education, if beneficial to our race, should be harmful to another—why it should be food to the one and poison to the other. Why if the state is benefited by

the skilled labor of the one, it should be injured by the skilled labor of the other. I cannot understand how, in the forum of right, the poorest of God's creatures should be denied an opportunity to learn how to do a fair day's honest work. I yield to no man in my love for the history and politics, for the legends and lays of my section and state. But, if I have read aright the heart of the people whom I know so well and love so much, I have read therein nothing but kindness of feeling towards the negro, and a sincere and earnest hope for his becoming a useful, honorable and worthy citizen of the state.

To the negro I would say:

"Wouldst shape a useful life? Then cast
No backward glances towards the past;
And though somewhat be lost and gone,
Yet do thou act as one new-born.
What each day needs, that shalt thou ask;
Each day will set its proper task,
Give others' work just share of praise;
Not of thine own the merits raise.
Beware no fellowman thou hate;
And so in God's hands leave thy fate."

THE EDUCATION OF THE MASSES.

HON. CHAS. B. AYCOCK, Governor of North Carolina.

Ladies and Gentlemen—I am impressed by the terms in which my distinguished friend presents me to his magnificent audience, because when I am at home I am regarded as a modest man, and praise always brings a blush to my cheek. I relish praise, however, as much as any living human being. I know that what Chancellor Hill has said of me is not true, though I am not charging him with untruthfulness. I hope he thinks that what he said was true. I know it isn't, but when he said it, it made me just as glad, it made me gladder, than if I had known it was true. It made me feel like the ugly woman feels. There are no ugly women in Florida, but I have recently

traveled from Maine to Louisiana and I declare to you that there are ugly women somewhere—just where this deponent saith not. But I feel like that ugly woman, who, when she looks into her mirror realizes that she is ugly—but when John comes around and says, “Mary, you’re the dearest, sweetest, loveliest thing on earth,” she is so glad that she says “Yes,” as soon as he asks her to—and that’s the way I feel.

I am glad to be with you to-night; I would have been gladder if my first thought had been correct—I thought Jacksonville was a town in which you had both Eastern and Western time. If you had, I had determined to speak one hour by Eastern time and then turn the clock back and speak one hour by Western time and at the end of it you wouldn’t have listened but an hour and I would have had a chance to speak two hours. Since I came to Jacksonville I have learned that you have but one time and that is always a good time.

Now, I am going to draw my man-scrip-t on you—but you needn’t run—it isn’t but six pages long and it was written for the newspapers and not for you. For I am with my manuscript like the Methodist preacher was, etc.

When I get up to speak the devil himself doesn’t know what I’m going to say. But this much I shall read to you because it is a compliment and this is so nice, pleasant, truthful and so agreeable about us that I am going to read it to you.

The late Senator Hoar in a speech which he made in Charleston a few years ago used this language in speaking of the South:

“The American people have learned to know as never before the quality of the Southern stock; to value its noble contribution to the American character; its courage in war, its attachment to home and state; its love of rural life, its capacity for great affection and generous emotions; its aptness for command — above all this—constancy, that virtue above all virtues, without which no people can be either great or free. After all, the fruit of this vine is a flower not to be found in other gardens. In the great and magnificent future which is before our country, you are to constitute a large measure both of strength and beauty.” (Applause.)

I thank you, ladies and gentlemen, for that applause to the noble sentiments of the great Senator from Massachusetts, who is now dead and enjoying the reward of a noble career and a

generous heart. When he paid this splendid tribute to the Southern people our hearts swelled with gladness and pride. When we learned that we were so appreciated in the North we were all glad, and yet, despite this prediction of the great Senator, I believe that there has been no day in the history of this Republic when Southern thought had less effect upon the affairs of the nation than this present day. There must be some reason underlying this undoubted fact. What is the reason? How shall we remedy it?

In the old days before the war the Southland, while in form a democratic government, was in fact an aristocracy. For sixty years before the war the South dominated the Union. Her statesmen wrote few books, but their speeches illuminated every subject which they touched and set the fashion of political thought. When the war ended with us, a democracy arose and each man came to be a factor in the government of his country. Leadership was not so able or cultured. More blunders were committed and more unwise views propagated and believed in. That old aristocracy was trained—each man of it was taught, trained, developed, until he became a great leader, and the masses of the people followed him with fidelity, with earnestness, with sincerity. If we are to make this new democracy as powerful, as effective, as the old aristocracy, we have got to do for the democracy what was done for the aristocracy—train them, every one.

And that's the doctrine which I have come all this distance to proclaim, for I do believe in the education of everybody. I go farther—I believe in the education of every *thing*. What is education? It is the bringing out of the good, the repressing of the bad—the bringing out of the good, the repressing of the bad—till the whole thing, if possible, shall become good and no bad remain.

I have been in the habit of saying down in North Carolina (if any of the newspaper men are here who were present on a certain occasion when I made a speech, they will remember that some one said I cut the r's out of North Carolina—and they are right about it, for there shall be no hardness in the name I love.)—I have been in the habit of saying down there that we have educated the Irish potato, and I have been criticised for saying so—but we *have* educated the Irish potato!

Good for an Irish potato—good for a mule—good for a

hound—good for a pointer dog—and good for every human being that God Almighty put upon the face of the earth. Now, don't you understand me to say that by education we are going to make everybody teachers. Surely not. I realize the truth, that God made the hill and the mountain and the valley, and I know the hill stands guard over the valley, and the mountain looks down forever upon the hill; and I realize, too, that if the valley should sweep from under me the hill would fall and the mountain and valley tumble into the sea. But, ladies and gentlemen, what I do insist upon is that you and I do not know who the great ones of earth are. We cannot go and lay our hands on the head of that little child or this, and say that God Almighty intended one to dig ditches and the other to be a judge. We cannot say God Almighty intended you for this or that or the other, for He has not given us the knowledge of what is in this little child; and, therefore, in order to ascertain the purpose for which each child was created, we must give each child the opportunity. If God intended him to ditch, ditch he will, but if God intended him to establish railroads, or run the state, God forbid that you or I should prevent him from it. If he is to ditch, let him ditch, but let him be so taught that he shall dig a ditch aright and shall be ashamed of a ditch unworthily done.

Ladies and gentlemen, do you recall the fact that in those troubrous days after the war when the South had been overcome, when those old soldiers got back from Appomattox and found their farms gone to waste, their ditches filled, their houses burned, they lifted up their hearts and vowed they would redeem it? And whenever you asked any one of 'em about being whipped, they said, "No, sir, we hain't been whupped—overpowered, that's all!" And do you know, ladies and gentlemen, that that's the sort of stuff that men and women ought to be made out of—"unwhipability." And that's the sort of stuff that all women are made out of, for if any of you have ever conquered a woman, I want to see him when the meeting adjourns.

You have got to open your school house doors to find these rare men, for we have in the South to-day our Hills, our Lamars, our Becks, our Vests, our Vances and our Hamptons (all of them products of the period before the war), but no man can go throughout the country and lay his hand on the

head of any single child and say here is a Lamar; here is a Vance, or a Vest, or a Hill, or a Hampton, or a Beck. It is the business of the schools to find for us these splendid children and develop them into these great leaders.

Men of the South, women of the South, where are these leaders? They are here in these teachers, these university chancellors, these college presidents, these common school teachers from North Carolina to Texas!

I am not only in favor of universal education for this reason, but for another. We cannot get the best out of these fine fellows when you have found them without competition. We know that about animals, but we do not think it about men, somehow or other. Did you ever stop to think about how the record of the trotter was brought down from 2:40 to 1:58½? When I was a boy it was 2:40. Why, that record stayed at 2:40 so long that it became proverbial among us to say about a man when he was going to the devil very quickly, that he was going at a 2:40 gait. How did they reduce it? When the trainers of horses sought to reduce the time in which it took to trot a mile, they did not go and pick out a particular colt and train him for the track, but the trainers all over the world were developing colts. Ten thousand of them were trained until year by year the record was lowered, and when at last lovers of horses wanted to reduce the record below two minutes after training thousands of horses for the purpose they found one which they thought could accomplish the task. They did not put her on the track alone, but with two running horses, ridden by boys, who with whip and spur, pressed them on the heels of the trotter, drove her to her utmost speed; aroused her spirit of victory; maddened her with the fear of defeat until in one last mad burst she broke the world's record to 1:58½.

That's the way you have got to win the race of life with men, and if you want to win a race you want to run against thoroughbreds. It is no credit to a man to come under the wire ahead of a scrub. Who's afraid of a scrub? Who's afraid of a nigger?

I am in favor of universal education for one reason. You cannot get the best out of men and women without the spirit of competition and appreciation in the land. You cannot get the best for your children, therefore, until you give the best to my children; thank God for that. God is no respector of per-

sons. There is a democracy in education which renders it impossible for you rich people to get the best for your own children until you have given the best to the poorest in the land, because your own educated son and daughter whom you have sent to all the colleges, universities, etc., until they have gathered all the wealth from the earth, you bring them back home and they will stand head and shoulders above the community in which they were born—and they are not very tall then—but they are just as tall as they ever will be in such a community as that.

Ladies and gentlemen, you cannot speak to an audience that cannot hear. Maybe you think you can, but I know better. I've tried it.

And so I come back to tell you, my rich friends, that you may train that son and daughter of yours to the utmost, but in order for them to get the best out of this life they have got to have an understanding and appreciative audience—and they cannot have that without the training of the masses—thank God for it!

Oh, you may spend your money for the education of that young woman in music, but she cannot make music for those who cannot hear. No musician can play for those whose ears are not attuned to harmony and no man can paint for those whose eyes are not trained to see the beauty which he produces. There must be an appreciative audience before any man can do his best. If a woman sings her best songs and strikes the deepest chords of music when her sweetheart tells his story of love, it is because she believes that he appreciates and understands the beautiful thing she is doing. If she closes her piano and puts away the music after the wedding it is because she has discovered that the man whom she loves does not realize the talent that is hers.

I heard an old farmer talking to his wife in my state not long ago about their daughter taking music lessons, and he said, "No, Betsy, I ain't a-goin' to do it. Your father spent two or three thousand dollars on you for music and it ain't done you any good as I can see. Why, I ain't hardly heard you touch the piano since I've been married to you."

And the old farmer was right—but he didn't know the true reason for the shutting of that piano, and I'll tell you what that reason was. When he was courting Betsy and was stand-

ing over the piano at 11 o'clock at night (if the old man hadn't come down earlier) and she was playing one of those classical pieces, he stood there with a rapt expression on his face. Do you know what classical music is? It is that music which is better than it sounds. (Applause and laughter.)

Oh, you needn't laugh—there isn't one of you that clapped your hands that would know the tune of "Old Hundred" if it was sung before you.

Well, as she finished playing, he looked down at her and said, "Betsy, the angel choir never made music like that." Thank God he told her the truth. For if I am ever to get up in heaven, I hope they will never make music like that. And then Betsy would sing and sing and he would turn the music for her, and when she finished he would bring a long sigh and say "Betsy, I wish that song was like Tennyson's book and would go on forever." And she believed it. She practiced and practiced hour after hour, and day after day, thinking he understood and appreciated her music. She married him in that faith and she hadn't been married to him a month when she discovered that the wretch didn't know "Yankee Doodle" from "Dixie;" and just as soon as she found it out, the piano was shut, the music nicely folded and put away and the dust settled upon it.

Ladies and gentlemen, you cannot make music to ears that cannot hear nor to souls than cannot appreciate it. If you want the best for your son and daughter you must give the best to all the balance of the earth. Ah, you may train that daughter or that son for a painter—you may want them to put into form, in colors than can never fade, some beautiful landscape or immortal sunset. She may be trained day by day, week by week, year by year, at infinite cost. She may spend her days and nights studying lights, shadows and perspective. She may be willing to color her paints with her own life blood. She can never create a great painting unless she feels that some heart shall understand the fine things she has done and some soul be uplifted by her work.

Let us thank God that there is a democracy in education that prevents the choice ones of earth from having a monopoly or "trust" on these fine things because they cannot get them without giving them to us. But these things that I am talking about are going to cost—of course, they are going to cost—

cost infinitely high. All the things in life worth having do cost. I thank God every day of my life that the fine things do cost and must be paid for in advance. You cannot buy them on credit. You can get a good many things on credit, but you cannot get a great speech on credit; you cannot paint a great picture on credit; you cannot preach a great sermon on credit. You must pay for them all in advance. It costs money, but money is a small and insignificant essential to the development of humanity. It costs the lives of these dear women who are teaching the rural schools. I don't know what you pay them down here—probably about the same as we do—\$30.00 a month for women to teach immortal souls. Shame upon the states! It is costing the lives of these women—their hopes, their ambitions are all being sacrificed to the development of this child life, yet the state gives to them the compensation of the day laborer.

Here in Jacksonville you have got the teachers, you have got the money—and then the other factor is the child. If you can get it into that child that he is to work out his own salvation and yours, he yet may be among the number that are counted the giant men of earth. All these things cost. Before you can get the best things of life you have got to work for them, and before you reach the mountain height you have got to go up. Don't you understand, ladies and gentlemen, before you start, that you had better sit down and count the cost? Your hands shall be bruised. Your heart shall pump blood as if it were a steam engine. You shall pull the very nails out of your fingers, your head shall split with aching, your back shall break before you reach the height, but when you stand on the top the world lies at your feet and the pathway seems no longer difficult. The boulders are out of sight gently covered by the grass that grows by the wayside, while the flowers burst into the beauty of the eternal morning.

Of course, it will cost. No speech ever yet fell from mortal lips worth remembering a moment after it was delivered that did not come after the speaker had paid for it in advance. No song was ever sung that raised the hearts of the people and made them long for better things than was not sung after the singer had suffered all she sang. No preacher ever stirred the souls of his congregation and put them to yearning after his closer walk with God, whose sermon was not made after his

own hands had been nailed upon the cross by the side of his Lord and Master. Of course it costs.

Ladies and gentlemen, I gave you my reason for believing in universal education, but what shall we teach?

The South, which bore so much, sacrificed her wealth and gave the life of her young men in such numbers as to appall the historians, ought to be able to do anything necessary to achieve the best things that are to be found in the world. We must learn all that can be learned; do all that can be done and be all that we ought to be. The learning and the doing will not give us power until we are what we ought to be, for power permanent and lasting must be based on righteousness.

Above all things, let the children know that all true power rests upon righteousness.

We are never going to have a great part in the government of this country until we learn to govern ourselves. We have got to learn that law is and must always be supreme. There is safety in the law—there is danger in lynching. I have come here to appeal to the people of the South to let us set the example to the world of ready obedience to the laws which we have made. If there ever was a people who should keep the law it is the people of the South! We have disfranchised the negro and have offered as our reason for disfranchisement that, with the ballot in his hands, we could not secure law and order. We have taken the ballot out of his hands and now it is our duty to administer the law to the best of our ability and not at the hands of a mob. We cannot secure obedience to the law on our own part. What the negro knows of law is our ready acceptance of it and our rule of action, and when we prove always and everywhere that we are going to obey it, then we can enforce the law with a quickness that will lessen crime throughout the South. God speed the day that we shall be restored to the power which our forefathers held.

When the war between the states closed and the incomparable leader of the Confederacy cast about to find the work which he ought to do, he became a teacher. Gen. Robert E. Lee, the greatest soldier of the nineteenth century, was greater in peace than in war. He realized that the South could only be made great, powerful and controlling through the school-house, and he devoted the last years of his life to the high purpose of teaching. He said in substance: "I have led the young men

in battle. I must now teach them that what we failed to secure by arms we may secure by honor and knowledge, truth and peace."

He made the profession of teaching the noblest on earth—save preaching alone. What did he teach? He taught obedience to constituted authority; he taught love of order; he taught peace; he taught good-will on earth and peace toward men.

And when that great man came to die and lay tossing on his last bed of illness, his mind reverted to the Titanic struggle through which he had passed. He fought over again the great battles of that awful conflict and as he stood in imagination before the serried ranks of the enemies he cried out to his aide, "Tell Hill he must come up."

If I had the right tonight to use the great words of that mighty man I should call out tonight and say, "Chancellor Hill, President McIver, President Mell, President Thach, President Fulton, President Sledd, you must come up!" Come up with all your forces of power and truth and life and knowledge, and let us banish this darkness that gathers about us!

On that last night at the battle of the Wilderness, when "Stonewall" Jackson (the man for whom your city is named) was shot down, the command fell upon Stewart. The battle was raging throughout the dense forest, and that soldier rode up and down the lines and said: "Men, in the name of Jackson, charge!" And they charged all that night and the next day until they had driven the enemy across the river. Jackson was a teacher before he was a soldier.

Teachers, I adjure you, charge this year against ignorance, and put the South in the place of honor and glory it deserves—and may God bless you, every one.

CHARACTER BUILDING BY INSTRUCTION.

PROF. L. W. BUCHOLZ, Florida State College.

Over the walls of a school in Germany is written this motto:

"When wealth is lost, nothing is lost;
When health is lost, something is lost;
When Character is lost, all is lost."

There is hardly any other word in our language which means more in life, or which is more essential to all that makes life valuable, than the word Character. Character is the crown and glory of life. "A good name is rather to be chosen than great riches;" and "What profiteth it a man if he gain the whole world and lose his own soul?"

"The purest treasure mortal times afford
Is spotless reputation :—that away
Men are but gilded loam, or painted clay,—
Heart-life, soul-life, hope, joy and love are true riches."

Men of character are not only the conscience of society, but in every well governed state they are its best motive power, the strength, the civil security and the civilization of a nation, all depend upon individual character. "Knowledge is power," but in a far higher sense is this true, "Character is power," for truthfulness, integrity, goodness, honor, and consistency are qualities which, perhaps more than any others, command the confidence and respect of mankind.

Character does not stand for any one endowment, faculty or gift; but is rather the sum of all that men and women are, in themselves. It is human nature in its best form. It is moral order, embodied in the individual. Character is a completely fashioned will. The great philosopher, Kant, says:

"There is nothing good in this world, nor in the world to come, without modification except a hearty good will. Will is the only jewel that shines by its own light."

Character signifies the acquired results of individual volitional exertion, a good disposition, and good habits; habits which are both involved in a wise pursuit of individual good, and the habit implied in a perfect fulfillment of human duty.

Character building is not a matter of chance. Man has it entirely and absolutely in his own power to make or ruin himself. I will be what I will to be, can and should be said by every human soul living in a Christian country.

While judicious family and school government, when directed by wisdom and administered in love, will result in great good to the child, yet there can be no independent character until the external authority gives place to internal control. The will must be trained into intelligent, consistent, and vigorous self-activity; and to act intelligently and consistently the will must depend upon well trained judgment and reason,—and the guidance of an educated conscience. Prof. James says: "A healthy good will demands that the vision of the truth is right, and that action should follow its lead. Will without Knowledge is blind."

That instruction is an important factor in the process of character-building, in the training of the will, no one can doubt. Instruction, used in a broad sense, implies all the processes that occasion in the pupil activities which result in knowledge, and in increased *power to know*, and in increased *ability to know*. All rational instruction has for its ultimate and highest aim the building of character, *individual character*, making the pupil conscious of all his capabilities as well as of his limitations, and giving him power of self-control. There are certain fundamental truths which cannot be ignored if this end is to be attained, and to some of these truths we shall now briefly refer: Soul development is a unit and is continuous. As the powers of observation are being trained, the power to feel, to imagine, to think, and to know, is being formed, strengthened and increased, at the same time; these powers blend and are interdependent, but the will is the central power of the soul. All processes of instruction must fail unless the will of the learner is active. Knowledge, the result of the proper activity of the cognitive powers, gives rise to rational desires; the clearer and fuller the concepts, the core and center of all true knowledge, the stronger will be the rational desires. Understanding enables the desires to actualize.

Judgment enables the individual to realize his powers consciously in the acts of volition, and it points out his ability to attain these rational desires, and the best means to that end.

Reason gives a grasp of moral relations and aids the mind in subordinating lower desires to higher ones; and helps to determine when the end justifies the means.

Imagination is the heart of the being; the images that occupy the mind and control the desires, make man's destiny. In the truest sense we make ourselves after our own images; conforming ourselves to our own ideals. The contents of the imagination should be the reflection of truth.

A well trained memory stored with beautiful thoughts, clothed in beautiful form, is a precious possession. The precious gems enrich the speech, feed the mind and fortify the soul. "Thy word have I hid in my heart, that I might not sin against thee." "Out of the heart are the issues of life," and "Out of the abundance of the heart the mouth speaketh." These beautiful truths stored in the memory have been a help in times of tribulation, a joy in times of prosperity, and a solace in the hour of death.

As important as are the intellectual powers, the powers of feeling constitute the most noble department of the soul; but the soul only feels as its intelligence sees.

"The conative emotions, constituting the energetic and operative part of the motives to volition, are the most decisive of the moral character of man; for to energize is to live, and to cease all energizing would be the suspension of life. The morality of the action depends upon the moral quality of the emotive feelings; we therefore consider him the greatest man who has the greatest heart and the noblest feelings. There have been men of great intellect who, by indolence and vile affections, have destroyed that divine-like part of their natures."

On the other hand, others, by the noble incentives of pure feeling, energizing the will, have so exercised and sharpened the intellect that it has pierced the very heaven of truth. The purer and nobler the feelings, the purer and nobler the actions; without feeling there can be no action.

The moral feelings and sentiments are of the highest importance. By virtue of these feelings we experience a happy complacency when we do right; and out of this highest rational sensibility grows the desire for virtue and the aversion for vice, and the consequent desire for that subjective happiness which virtue alone can give.

The Creator has imbued man's soul with a capacity for the beautiful, and he has placed within him a happy incentive, both to learn and to love the beautiful in nature, the beautiful in literature and the beautiful in conduct.

What the moral life is, we can only learn by living it. "Be ye *doers* of the word and not *hearers* only," "Not they that say, Lord, Lord, but they that do the will of my Father which is in heaven."

The religious element must be nourished and strengthened, else there can be no healthy moral life, and knowledge itself would be a doubtful blessing. Knowledge, without principle to direct and regulate, may make a man a powerful instrument for evil.

Pestalozzi says the religion of the animal man is idolatry; of the social man is conceit; but the religion of the moral man is truth—the principle and stay of all morality. Truth gives him not only the *desire* for increasing improvement, but also the means for attaining it.

Finally, the whole work of character building by instruction, in my opinion, depends upon the ability of the instructor to awaken an abiding and a many-sided interest that *warms* the heart, that *inspires* to effort, that *grows* by what it feeds upon, until the whole mind is aroused into productive self-activity *by its influence*. The instructor must realize with Herbart, "That the interest of the school-room is only a manifestation of our whole interest in the world and in man; he must *see* that instruction *gathers* all the *objects of this interest* into the lap of youth, which is the lap of the future." What is put into the first of life, is put into the whole of it. These truths should be in the possession of every teacher.

The next question for consideration is this: Do the branches taught in our public schools afford appropriate material for the accomplishment of this great aim? Our answer is: The courses of study for our public schools do furnish abundant material to engage the powers of the soul, that the learner may become conscious of his capacities as well as of his limitations, which consciousness is an essential to true and complete living.

Nature study is peculiarly adapted to awaken love for the Creator. David says: "It is only the fool that hath said in his

heart ‘there is no God.’” The wise find the footsteps of God everywhere. His works of creation teem with so many proofs of wisdom, evidences of goodness, and marks of beauty, that one who is carefully instructed to observe and study them, must have his heart warmed into love and adoration for the Being who made them all. “Whoso is wise, and will observe these things, even they shall understand the loving kindness of the Lord.”

Nature study will make the life of the learner richer and broader—will lighten labor, awaken the purest and holiest desires, and lead him to think God’s thoughts after him.

History and literature afford splendid opportunities to exercise the feelings, the conscience and the moral judgment. Dr. Emerson White bears witness in this forceful and beautiful language: “History is example told in story, ennobled in poetry and song, and crystalized in maxim. It has been largely the inspirer of human endeavors, and the moral uplift in human life.”

Nowhere in the whole curriculum is there found a better vantage ground for him who would soften the hard natures and round off the rugged corners, (as perchance it may be), of the diamond in the rough that is before him, than in the realm of music. Music appeals to the emotions, and as the sunshine calls out the buds and blossoms, so music awakens and purifies the emotions. He whose soul is full of music has power to sway the multitude as can be done by no other human power. Browning declares, “Who *hears* music, *feels* his solitude peopled at once.”

Music speaks so truly and in such wonderful tones, the hardest heart must irresistibly yield to its charms.

Arithmetic, the exact science, trains the judgment and reasoning powers, and arouses a love for truth and accuracy, and brings assurance and positiveness.

Language and Grammar bring the glad tidings to the child that he may have a clear understanding of his own thoughts, and of those beautiful thoughts which might otherwise lie around him as unclaimed jewels.

These—nay all the branches that have found their way into our public schools may become useful tools in the hands of skilful workmen—to build up, and round off into beautiful

symmetry, characters that are to live through eternity—monuments to the earnest builder.

While a thorough grasp of educational truths is essential, the power of the teacher lies in his method of presenting his subject. He must teach as one having authority, and not as the imitating Scribes and Pharisees. Then the learner will hear him gladly. He must select the matter to be taught according to the needs and capacities of the student. He must select that which will commend itself, as true and useful, through being closely connected with the pupil's own personal experience and observation. Knowledge begets interest. In the presentation of the subject, the instructor must observe its internal organization, and its relation to other subjects. In method, he must be directed by the *movement of the mind in general*, and by the stages of mental *development*.

In the presentation of the several lessons of a subject, he must first ascertain what knowledge the pupil possesses, and then lead him by easy and natural steps to the related unknown—knowing that the mind makes progress only by the process of assimilating the known to the unknown. Such process will make the learner conscious of the aim of each lesson, and also conscious of the possibility of reaching this aim. The learner will then find himself mind and soul in the work; consciousness of the work will easily beget conscientiousness; he will move on cheerily, because each lesson opens to his view new beauties. He will grow strong, because each step is a victory; and thus he will go on from victory to victory, his interest increasing from day to day, and his efforts becoming greater with his growing interest.

It is effort, intelligent and systematic effort, guided by a love for truth that determines character; feeble and desultory effort enfeebles the mind; frivolous and futile efforts lead to degeneracy, intellectual and moral.

Thus, systematic effort, guided by a love for truth, determines character. This love of truth is innate in the child. Truth sets his soul aglow as soon as it emerges into consciousness; he realizes the grandeur and nobility of his soul, when no cloud of error hovers over it; he gradually, but surely, feels that truth is divine; that truth is God; that truth alone can make and keep him free. "Ye shall know the truth, and the

truth shall make you free." In living faith he is drawn to Him who is the truth, the way and the life. The child filled with love of truth delights to speak and act the truth. Truth being his motive power, he does his best in all his work, he despises cheating and false appearances. Tests and examinations are hailed with delight, for they are only broader opportunities for finding out the success of his work; they are the *harvest* times for the conscientious pupil. Should he fall below his expectations, he will not be discouraged; the disappointment will only spur him on with renewed energy. His ideals are high; they must be reached; he has the will and his will shall make the way.

A grasp of educational principles and a mastery of methods are important, but the spirit of the teacher is the all-important factor in the building of character. Conscious of his accountability to God, he will endeavor to instruct so that he may be able to give a good account of the work he has done. His aim will not be simply to impart knowledge, but to send forth his pupils with keen senses and warm hearts; rich and pure in imagination, with strong emotions; sound and broad to judge accurately—and to decide quickly; to send forth young men and women with ability to resolve and with power to achieve; to think intelligently and to act righteously; to love God and to reverence sacred things; to love and to think on what is beautiful and true and good; to hate persistently that which is ugly and false and wrong; young people filled with the desire to grow and to develop forever.

The work of the teacher is incomparably the greatest on earth. Daniel Webster, impressed with its greatness, gave utterance to these sublime thoughts: "If we work upon marble, it will perish; if upon brass, time will efface it; if we rear temples, they will crumble into dust, but if we work upon immortal souls—if we imbue them with *principles*, with the *just fear of God* and *love of our fellowmen*, we engrave on those tablets something which will brighten throughout eternity."

Fellow teachers, hear the loving words of our revered David Page:

"Study the human heart by studying the workings of your own; seek carefully the avenues to the affections; study those

higher motives which elevate and ennable the soul; cultivate that purity which shall allure the wayward, by bright example, from the path of error; imbue your own souls with the love of teaching and the greatness of your work; rely not, alone, upon yourselves, as if by your own wisdom and might you could do this great thing; but seek that direction which our Heavenly Father never withholds from the honest inquirer after His guidance, and though the teacher's work is, and ever must be, attended with overwhelming responsibility, you will be sufficient for these great things."

"The teachers that are wise shall be bright as the firmament, and they that lead many to righteousness shall shine as the stars forever and ever."

ARE WE USING THE NATURAL FORCES AROUND US?

MISS ANNA E. CHAIRES, Florida State Normal School.

Several years ago an article by Arthur Brisbane appeared which was not only interesting but opened a train of thought to me which ought to be carefully considered by every thoughtful man and woman. The subject of this article was, "Two Features of the Buffalo Exposition Well Worth Seeing." Two vast extremes, the weakest and most powerful manifestations of Nature's powers, the falls of Niagara, with the great system of lakes and rivers behind them, and the incubator baby, so small, so helpless, but with a great force of organized power behind it.

All the world reveres the power and beauty of Niagara Falls. Men stand in the spray on the high banks, watching the rainbows form and the green waters sweep over with millions of horse-power. Eighteen million cubic feet of water every minute, dashing down to carve out the solid rock. What a marvelous manifestation of power! But what is that power

beside the power the tiny baby has a right to reflect? May not a force express itself in him that will far exceed that of the great cataract? The God-given intelligence of the child may start a work that will persist and affect men's destinies, when the Falls, working their own ruin, shall have dwindled down to an ever placid stream, without so much as a ruffling of the waters to tell where once the great current rushed by. Think of the Falls—think of the baby. A mighty river flows swiftly and quietly on until suddenly it drops into space over a ledge of solid rock one hundred and sixty-four feet high. We cannot conceive of the might of this torrent. But can you not see that there is more to interest us in the baby than in all the possibilities of thundering waters?

What is the difference between the force of many waters and that of a child?

One is essentially material, simply gravity; the other is intelligence, spiritual power and dominion, which is destined not only to rule the falls but to regulate all Nature and do the work of embellishing and cultivating the globe.

The scientist looked at the great force of Niagara Falls going to waste, and he said: "I will harness it." And he did. His harness attached to the great cataract now lights the distant city and drives great machines many miles away. Was it an easy task to accomplish this great work? Will any deny that years of thought and expensive experiments were needed to accomplish such a result?

Every village, town or city has not such a material force at hand, but they each have a three-fold power in their midst, whose possibilities are beyond the dream of human ambition. Each child in our land has within him the right to reflect all power. Any one of these little ones may, under correct guidance, develop a force far superior to that of many Niagars. Are we using this force? Are we treasuring, storing up the child's activity—physical, mental and spiritual—which is so great that it is almost insuppressable—whose possibilities none can measure? Who has not wondered at the unceasing energy of the little child? The activity of the child seems at times to approach nearer to perpetual motion than any self-implied motion known. Is not this undeveloped force of the child manifested in incessant motion of far greater importance to

us, to our nation, than the storing up of the sun's rays, the force of the wind or the voice of many waters?

Is the voice of God in the rays of the sun?
Is the voice of God in the force of the wind?
Is the voice of God in the roar of the waters?

No, but as of old, the voice of God is heard by man, whose ear is attuned by desire, and he speaks to his fellowman, and leads him on to higher life, to a condition approaching that his birthright entitles him to hold.

Without the intelligence of man, what use would be made of the great forces of Nature? As the scientist saw the force of Niagara going to waste, so Frederick Froebel realized that great force of the little child was being neglected—not stored up for his future use. He said: "The child's spontaneous activity, habit, and imitation should be fostered, for this impulse to employment corresponds to the triune activity of man in doing, experiencing and thinking. Therefore, the human being, all humanity in this child, and life itself, is comprehended by means of this impulse to employment."

With Mrs. Browning we say:

"There's a crowd to make a nation,
Best begin by making each a man."

How can we make each a man? How shall we begin?

By cultivating the self-activity of the little child with greater care than any horticulturist tends his most valuable plant. We should remove everything from the child which might disturb and stifle, or even check, the free spontaneous development of the whole; for is not the whole man and the whole life of humanity within the child?

The child-gardens, or kindergartens, as planned by Frederick Froebel, have been established in many of our cities and towns in connection with our public schools, and have been proved beyond doubt to be not only an ideal plan for conserving the child's activity, but also a perfectly practical one.

It is interesting to note the reports of school superintendents, college presidents, and men of wide experience in social and educational matters, upon the value of the kindergarten as a foundation for all education.

With Hon. Frank A. Hill, we think the world would be vastly better off if its schools, churches, newspapers and reform

movements were based upon the philosophy which underlies this school of sound, common sense and high promise, and would apply the golden maxims of its philosophy to the betterment of human beings. But in such vast work the kindergarten has forever a signal advantage; so much easier is it, to mould aright the plastic child, just emerging from babyhood, than the hardening youth or the solidified adult.

Dr. Hervy, superintendent of schools in Rhode Island, writes at length upon the "Place and Function of the Kindergarten in the Public School System." He agrees with Superintendent Maxwell, of New York, who said: "The kindergarten has long since passed the experimental stage. It has demonstrated its usefulness. Argument is no longer needed to show the wisdom of its founders. The organized play and symbolic teaching of the kindergarten is the only teaching the child under six is prepared to receive, and the benefit derived from it in the development of their intellectual, physical and moral natures is very great."

Dr. William T. Harris, United States Commissioner of Education, while superintendent of schools in St. Louis, gave the kindergarten system a crucial test as to its value and practicability in connection with the public school work. The experiment proved kindergarten training to be so valuable that since that time it has been impregnable to all attacks. It is interesting to note that as early as the year 1880 the kindergartens of St. Louis had an enrollment of 7,828 children. Dr. Harris said the kindergarten should be a sort of sub-primary education, and receive the pupil at the age of four or four and a half years, and hold him until he completes his sixth year. By this means we gain the child for one or two years when he is good for nothing else but education, and not of much value for the education of the schools, as it is, and has been. The discipline of reading, writing and arithmetic, as taught in the usual primary school, is far beyond the power of the average child not yet entered in his seventh year. The kindergarten utilizes this period of the child's life for preparation of the arts and trades without robbing the school of a portion of its needed time. In the kindergarten the natural activities of the child are organized and directed for future education, through his love of imitation, his desire to know, often called curiosity,

and his love of doing—or play—as it is termed. That the kindergarten plays have a practical aim is proved when we consider that all of those activities are carried on in advanced form in the first grade, only one new subject, reading, is added—and for that he has great preparation.

The kindergarten child is led unconsciously to express himself clearly, to enunciate distinctly, and to express himself in sentences, not in monosyllables. Through the morning talks and kindergarten stories he is introduced to the same kind of literature and language work that will be carried on in the first grade. Through memorizing many songs, the taste and habit of using beautiful language is formed, not to speak of the cultivation of memory, which is remarkable, without the child's realizing what he has been doing. His preparation for phonics is great—through the cultivation of his ear in songs and games; he is taught to listen, to see, to think, to perceive distinctly, to speak plainly, and reason correctly. The habit of observing all phases of nature acquired in the kindergarten will eventually lead to a more intelligent observation of our natural resources.

Natural geometry has an important place in the kindergarten plan, because geometrical facts and conceptions are easier for a child to grasp than those of arithmetic—while there is no effort in the kindergarten to teach arithmetic—yet the child in dealing with the gifts and other materials, is constantly brought in contact with number relations, and in a natural way the best possible foundation in the concrete is laid for later number work. The knowledge thus gained is vital and practical. From the one round face of the ball, the child proceeds to the one round and two flat faces of the cylinder, and then to the six flat faces of the cube, its eight corners and twelve edges. Step by step, through play, the kindergarten pupil learns numbers and their component parts, fractions as well as whole numbers, up to twenty-seven.

Through frequent practice in circular and linear drawing, the kindergarten child is prepared to learn to write with much greater ease than the untrained child.

By means of an investigation of the kindergartens in seventeen New England cities and in ten cities in other parts of the country, it was proved that there was no greater waste of

energy, time and money than was found in the first grade where teachers were attempting with infinite patience to teach children things they are not prepared to grasp. Therefore we say every child in our land should have kindergarten training to prepare him for his school and life work.

What is the opinion of grade teachers upon the value of kindergarten training as a preparation for grade work? This has been ascertained by investigation in many cities and towns, where first grade teachers unanimously agree that kindergarten children have greater powers of observation and expression than children fresh from home; they have better control of the body, especially the hand; their ability to accomplish work is greater; therefore they accomplish the work of the grade in half the time required by untrained children. The records of graded schools show that of children six years and over entering without kindergarten training 21 per cent. failed of promotion, while only 10 per cent. of children with kindergarten training failed. No one who knows true kindergarten training questions the fact that its training does prepare a child for the work of the public school.

Dr. Anagnos writes: "There is no clearer evidence of the value and significance of the kindergarten than the fact that its methods as systematized and put into practice by Froebel are the basis of all true education at the present day; they run parallel with the entire educational career of the child, the youth and the man."

President Elliot, of Harvard University, writes most appreciatively upon the value of kindergarten training, and that principle and practice of the kindergarten which he deems most valuable is: "That the children are happy while they learn, and that they learn better while they are happy." He says: "Joy in doing, should be the motive in all education, and the inspiring, the happy motive of every stage of human life."

Knowing that this early training means so much to the child, the youth, the man, can we afford not to give each child in our midst this foundation for life? Let our southern people consider from statistics and the opinions of men who have studied the question, that, as Ruskin says, "Economy no more means saving money, than spending money. It means spending

and saving, whether time, or money, or anything else, to the best possible advantage."

In view of these facts should we delay longer to make the kindergarten a part of every public school where more than one teacher is employed? Shall our section manifest lower educational ideals than are found in other parts of our Union?

We Floridians are especially proud of our marked educational advancement in the past few years—and to this onward progress the growing kindergarten interest is a signal proof.

The Woman's Club has been especially active in this department of education. In several instances they are supporting kindergartens by their own efforts, so greatly do they realize the needs of our children. Following the example of their sister Clubs in the North and West, the Woman's Clubs of Florida have for several years been working to make kindergarten training a part of the public school system of our State. Two years ago three of these organizations sent memorials or petitions to our Legislature asking that a kindergarten department be established as a part of the graded schools. A bill to this effect passed the Senate, but was voted down in the House. One reason for this failure, no doubt was that the question was not agitated soon enough for the people to consider the importance of the measure and ask their representative to vote for the bill.

Now a bill to the same effect is to come before our next Legislature. To you, fellow teachers, and all friends of childhood, is given not only the opportunity, but the privilege, of aiding this great movement, and its success rests largely with you. Will you not begin work at once? Let us work individually and collectively to emphasize in every county in the State the importance of the passage of this bill.

In line with the most progressive States of our Union, Florida has added a kindergarten department to the State Normal School. That our grade teachers should understand kindergarten principles and practice, that they may know where to find the kindergarten child, is most important, and that our kindergarteners should understand the most advanced primary methods, that they may know how to make the kindergarten truly a bridge connecting the home and the school. The art, music, nature study and manual training of the kinder-

garten should be continued in advancing forms in every grade in the school.

Let our Superintendents of Public Instruction appoint examiners of kindergarteners, that only women who are prepared shall fill these responsible positions. For more depends upon the foundation than any other part of the educational structure. No less intelligence and preparation is needed by the kindergarten than other teachers..

Again with Froebel we say remove everything from this great force, the child, which may disturb, stifle or even only check his spontaneous development, knowing that as the germ of the plant bears within itself the whole plant life, so the child bears within himself the whole man and the whole of humanity.

No consideration of the value of kindergarten training is complete without its social influence in the home and in the district is noted. Richard Watson Gilder writes thus strongly upon the subject: "That the kindergarten is an uplifting influence in the home and district is as undoubted a fact as that light and air, sunshine and happiness are wholesome elements in the life of the people. If the object of the State in educating our children is to make good citizens of them, then let them be taken in hand early, for you must catch your citizen early if you would make a good citizen of him.

The kindergarten is a small community governed by no laws, but where all must work together for the good of the whole. Love is the motto—love to do the right is patiently taught many times each day—as well as the habits of cleanliness and courtesy, mutual helpfulness and many other habits useful, joyous and refining. Kindergarten children are brought into a new social order; they regard the rights of others. As some one has said, "They understand pulling together, and like the inhabitants of the Cabbage Patch, when a certain course of action is once understood to be the proper thing every residents promptly falls into line."

Love to God and man underlies all kindergarten work. Looking to find the source of their gifts, the children are led to see the interdependence of man, and their dependence upon God for all their blessings. Thus a spirit of love and gratitude is inculcated which will have a lasting influence upon the child.

The whole family comes under the influence of the kindergarten charm. The social uplift is felt first, by the child; second, by the family; third, by the neighborhood.

Ich bin klein, mein herz is rein,
Soll niemand d'rin wohnen, Als Jesus allein.

Just here let me tell you of an incident which occurred in my own kindergarten in New York City. A beautiful boy of six years, the son of a celebrated surgeon, came to work with us. One morning after repeating this little German prayer:

Eich bein cline mine hearts its khine,
Sol nemon tein vonom,
Als Jesus Aline,

Kingsley exclaimed, "Who is Jesus? I never heard of him?" A pause, sacred and beautiful, occurred, and a gentle child voice answered, "He was the Way Shower." No formal mention was made of expressing gratitude daily at meal time, but Kingsley felt the spirit of the kindergarten, and one day, much to his father's confusion, said at table: "Papa, please thank God for this food." The learned man replied, "My son, I do not know how." Then the child said, "I will do it."

Father, we thank Thee for the night.

The report of the chief of police of San Francisco stating that no child who had had kindergarten training had ever been arrested for misdemeanor is a strong plea for the establishment of kindergartens in every state in the Union. More money spent in inculcating love of order, truthfulness and honesty will mean less money spent by our States in maintaining courts, reformatory schools, penitentiaries, poor farms and insane asylums. Therefore let our motto be in the New Year and in the years to follow:

Come, let us with our children live,

Thus storing up for ourselves and our nation a greater source of joy, strength and dominion than exists in the crude powers of sun, wind or water. Thus with our children we will renew our youth, grow wiser and better, and each year will be a happy New Year to all.

THE HIGH SCHOOL—ITS POSITION AND INFLUENCE.

MRS. FRANCES N. CLAYTON, Tampa, Fla.

Like the darky preacher who assured his congregation that his text could be found somewhere between the lids of the Bible, I have tried to choose a subject so broad that I shall not be tempted to stray from it. No division of our public school work, perhaps, occupies a more responsible position than that of the county high school, and none has received a smaller share of attention. Being especially interested in the work of this department, I have noted carefully the articles in many of our most popular educational journals and in such magazines as devote a portion of their space to these matters, and in all of them I have found the high school conspicuous by its absence. Other teachers to whom I have spoken on the subject have met with similar experience; therefore I have ventured a few thoughts as to the importance of this school, its influence on our people, their attitude toward it, and what it is and what it may be in these our Southern States.

Volumes have been devoted, and justly, to the work of the primary schools; carefully indeed must that plastic clay be molded; tenderly must those pure young souls be guided from the mother's knee through the paths of knowledge and development, yet I contend today, fellow-teachers, that the first years of the high school are a still more critical period, physically, mentally and morally; for in those earlier years the very plasticity of the material enables the impress of the teacher's influence to be left more readily. At this stage the child's character may truly be said to be moulded, and beneath the firm and skilful pressure of the master hand may be shaped to a beautiful and symmetrical whole. While at every age the teacher must see the pupils' lives shifting and changing beneath their eyes, this change is never so rapid and so noticeable as at the passage out of childhood, and for this reason I believe that

there is no period so pregnant in its possibilities for good or ill as at the age from thirteen to eighteen years.

“Standing with reluctant feet
Where the brook and river meet;
Womanhood and childhood greet.”

And just at this most critical period in the young life the high school is called upon to exert its influence in shaping the temper, mind, in fact all that pertains to the intellectual and moral development of the child. Yet, strangely enough, the high school teacher is left to grope his way practically without assistance or suggestion.

Why do our public speakers and lecturers so often street the benefits of the college education, and say nothing of the secondary schools, when they must know that the great leakage occurs, not at graduation from the high school, when in this agricultural section it may be necessary for a certain per cent. of our young men to enter at once upon the duties of life; but on leaving the grammar grades, or at a still earlier period in their school career. And this significant fact is especially true in the South. Do they not realize that just as the graded school must exist to raise the people from a state of ignorance and keep them from becoming an actual danger to the well being of the community, just so we must look to the high school for the culture and development of the great bulk of our population, to lift them above mediocrity and to fit them for intelligent and useful citizenship?

The high school is and must be the poor boy's college, and here he should be privileged to taste the sweets of higher education. To it he must look not only for the work that shall fit him for a career of public usefulness, but for those studies that will broaden his outlook on life and cultivate his appreciation for the beautiful. It is not enough that he be fitted to enter upon the struggle of life; he should already have entered upon it, fought and conquered in many of its decisive battles. As Prof. Kilpatrick expresses it, “Secondary education aims to give the pupil the culture that the race has acquired, and so to bring the whole of society up to the level of the highest of the race. Culture and character form the aim of this stage.

And there is no spot in our republic which so levels the false barriers of rank and pride; which so unobtrusively yet so

surely teaches the great lesson of personal equality as this same county high school, the great universal college, where there assemble on opening day boys and girls from the city schools, boys and girls from the convent and other private schools, and from the country round about. Where all nationalities and all creeds meet on the common ground of personal effort; where the tall and awkward country lad measures his sturdy pluck and honest energy against the vivacious brilliancy of the dainty little city miss; where our town boy watches at first with amusement, then with interest, and at last with affectionate esteem this same raw youth as he walks away not only with class honors, but with the respect of teachers and pupils alike. Nor indeed has it been a one-sided benefit, for while this diamond in the rough (and some of them are very rough) has been chipping away bits of vanity and egotism from the stones round about, it has itself been cut and polished till it shines in full lustre and brilliancy.

I would not be misunderstood at the outset. I am neither to place the high school on a literary par with our colleges, nor to underestimate the importance of school work at any period of a child's life; but believing that up to this time it has not received a share of attention proportionate to its usefulness, I would impress upon your minds and hearts, as it has been borne in upon my own today the potent influence which the county high school may exert on the Southland from a social, political or moral standpoint. No serious thinker before me can underestimate these possibilities, yet are these schools filling this measure to the fullest extent? If not, is it the fault of the school, the attitude of the community toward the school, or both, and in what way can they be improved and better qualified to fulfil their destiny?

I confess that it is with extreme reluctance that I enter upon the discussion of a subject of such vital importance in the presence of so many teachers so much better fitted both by education and experience to cope with the problem before us.

Such thoughts as I may express must be desultory and rambling, suggestions which in many places may be of little practical value; questions which being unable to answer myself, I have brought before this honorable body in the hope that they may be taken up in the general discussion.

It will be useless to speak at length of the inadequate number of secondary schools in the South. Educators all over our land see and deplore this. While in many parts of our country the growth in these schools has been phenomenal, and it is said that the number in attendance upon them has doubled within the last decade; here in the South, being placed only in the larger towns, at least four-fifths of their attendance coming from the home schools, they are reaching only to highways, forgetful of the command to go out also into the byways and compel them to come in. But this is without the province of this association farther than the help it can give in educating the people to realize its need; and where can this very need be more forcibly impressed than in the high school itself? The child has no craving for a sweet until it has once tasted it; but these children who are entering timidly and reluctantly upon a high school course today will be sending the boys and girls of the next generation to college unhesitatingly and with pride.

An equally serious consideration which is confronting us today is that a certain per cent. of parents who are financially able to keep their children in school are sending them to outside institutions, often of an inferior rank from an educational standpoint. While the reasons given for this step are many and various, we find after winnowing out the chaff that many of them contain a kernel of truth. One of the most persistently occurring is, "I can't be bothered making him get his home work; I have to keep after him all the time, and I am just worn out." "'Tis true, 'tis pity, and pity 'tis, 'tis true." Is it a sorry reflection that a pupil of the high school must be driven to study as a slave was driven to his task by the lash of the task master? Yet, fellow-teachers, must not some, nay many of us cry Peccavi? Have we not so diligently and zealously followed the state course of study or the work outlined by the college with which we are affiliated that we have come to regard the preparation of the next day's lessons as the only legitimate occupation or interest for youth? That a definite number of lines of Vergil or of theorems to be demonstrated are the medicine required to bring their intellects up to a state of health, and the mere fact that the dose nauseates them an item of trifling importance?

Can we deny the truth that the leading aim of the high school is preparation for college entrance examinations, although comparatively few of its pupils will ever enter the doors of a college? Truly I believe that the high school should prepare for college, and just as the great majority of their students are drawn from the ranks of our graduates, so year by year an increasing per cent. will be in attendance upon these and our state universities; but this must be brought to pass through cultivating a love for study, not a zeal for diploma. There must spring from within a yearning to delve deeper into the hidden mysteries of life; to search more earnestly for the great pearl of truth. Education has been said to be a combination of good habits, but we are training our boys and girls to the bad habit of gorging intellectual facts and statistics until it is impossible for the mental nature to assimilate them. I do not believe that we are teaching our pupils too much, but we are driving and cramming them too much. At this age we cannot force their inclinations, nor dare we hope that these many varied dispositions can successfully be shaped in one conventional mould. Reid said that the best thing in education is not what we teach the child, but what we make him; and if we succeed only in making him a rebel we have done little for him.

But after all, the amount of work involved is not the only or the chief objection; for people, young and old, like to do hard things if they can be made to feel that they are worth the effort. Go with the boy in the road of his inclination and research to a degree, and he will follow you gladly even into paths which at first seem to him dull and undesirable.

And this brings me to a second excuse and one that appeals very strongly to me—the boy or girl longs to go away from home in search of something new and interesting. But in order to secure this is it necessary to separate him from the parental care? No, a thousand times no! His love for the home school should be so strong and sincere that nothing would induce him to leave. Some years ago, before the branch high schools were established in Minneapolis, the several graded schools had three years' work in this department, all sending their pupils for the last year to the Central High School. The

yell of one of these grammar schools evidences the love of that city at least for its high school:

We are Juniors, blooming Juniors;
Juniors of the Adams School;
We're to be the haughty Seniors
Of the far famed Central School.

I was once discussing with an eminent scholar, a graduate of Yale, how to secure that love for the high school that a man or woman maintains throughout a varied lifetime for the "old alma mater." Being a Yankee, he answered me characteristically with a question, "Passing over the difference in age, do you think this would ever be possible without segregation?" Passing over the difference in age, for there can be no considerable difference between those in attendance upon the Eastern colleges coming from their nine and a half months school terms and many who come to us from the five months country schools, and with all deference to his learning, I answer emphatically "Yes, in kind if not in degree." We have been experimenting and observing along this very line in our home school, and can see an appreciable difference within even the past two years. What can be used to advantage in one institution, may safely be employed in the other. If athletics can develop and expand the college youth, why not the high school boy? We believe in them.

The Independent published several years ago an article entitled "Foot ball, The Game of Hearts," setting forth that this game trained not only intellectual alertness and judgment, but the moral nature of the player as well. It stands for endurance, both active and passive, as is witnessed in arduous days of practice in heat and cold and rain, in unflinchingly enduring being pushed and bruised and knocked about; it stands for temperance as shown at the training table; for self restraint in enduring defeat with calmness and a victor's honors with grace. It gives him enthusiasm, and for the time being, he is lifted out of himself and in mind and heart and zeal, becomes not one man, but as many men as his school enrolls. And all unconsciously, it is teaching him that great lesson contained in those words of our president, "In life, as in football the principle is—hit the line hard; don't foul, don't shirk; but hit the line hard."

For the development of the softer side of their natures, there should be music, for who can deny that this assists very greatly in general culture? While, in many of our states the school boards count this as too expensive a luxury for our boys and girls, in a group of several teachers one of them at least will be able to sing well and will understand music, and others perhaps can carry a tune. Let a chorus class be organized where the entire school may meet for a few minutes each day and let their souls be lifted above the hundrum round of daily duties; let them acquire a taste for good music and not trashy jingles. An excellent plan is to allow a few minutes after the morning exercises, for a musical program, giving the management of it to each class in turn, week by week. What a friendly spirit of class rivalry is aroused; how all the geniuses are hunted out; with now and then a judicious suggestion from the teacher, what pleasant surprises are planned.

And books! Yes, we all feel the need of libraries; but one school that I know of, realizing the already existing pressure on the school board, in two years time secured a thousand volumes by a series of entertainments drilled entirely out of school hours, and by contributions from sympathizing friends. Yet the securing of a small library is not more than half of the battle; sometimes I am tempted to think that they do more harm than good if the pupil is left to browse undirected; but with a wise teacher to suggest and guide, and by guiding I do not mean merely selecting parallel reading for the History lesson, every taste should be satisfied and the most ardent lover of "Bloody Dick" brought to an appreciation of the true and strong and beautiful in literature.

I should like to touch upon art in our schools, not alone as taught by drawing and water colors, but by pictures, statues, tasteful decorations, well equipped buildings, and beautiful surroundings; of physical culture, elocution and lecture courses, for I believe that in almost every town large enough to contain a high school, by a judicious selection of subjects, home talent could be used to great advantage; in many of these Southern cities our winter visitors could open up unexplored fields to our boys and girls; while lecturers will frequently furnish free admission to the students for the use of the hall and their aid in disposing of tickets. Much might be said of

the influence of literary and debating societies, but my time is passing and I must come to weightier matters—the regular recitations, and very heavy matters they are, too, sometimes. Let us face square about and strive more earnestly to enter our pupils on life than to equip them for a college career, though the colleges will ultimately suffer neither in quantity nor quality from the change. Let there be much more laboratory work than is commonly found in our secondary schools; let this be the basis of all instruction in the upper science classes, having a care to link it closely with the subject as taught in the text-book studied. Let the student use his note book and his magnifying glass more than his text-book in botany. In zoology, let the frisky crab, the dull snail or squirming caterpillar mean more to him than their fourteen-inch names in English, let him receive credit not so much for what he takes in as for what he can give out of himself, enabling him to discuss all subjects studied clearly and correctly.

Let his work in history be a mystic panorama wherein is unfolded to his view all the great scenes of the ages; where he feels not only his country's, but the whole earth's heart throbs, and see with what pains, with what self sacrifice, with what patient endurance the world has been brought to its present station until there shall wake within him a never dying sense of duty toward his fellow-man and of obligation toward posterity.

In mathematics, there is an opportunity to satisfy the cravings of the ever present practical boy. Let him see not only how each division of this subject is indissolubly linked to the other; but how trigonometry prepares for surveying, how geometry assists in architecture and science. Let him see its application and usefulness in matters of every day life and his soul will cleave unto it.

In the Latin department, while syntax must be taught, and Latin prose days must come around (and my most indifferent pupil will testify that I believe in these) we should not stop there. Let our pupils feel the strength and pride of Caesar, the great commander, and read between the lines that consuming self-love and deadly ambition that sapped his career and achieved his downfall. Let their hearts go out with Cicero in his patriotic outbursts against that traitor to his country; let them view his words not merely as an exercise to be translated

or construed, but as live oratory rising in places to wonderful strength and greatness. The reading of some excellent translation at the completion of each oration stimulates such a conception of his work as a whole. In Vergil, but if your pupils have been so taught for three years, you may safely leave them to discover the beauties of Vergil for themselves. And right along this line, if the English, the Latin and history teachers will work and plan together, the pupil may attain a comprehensive grasp of the subject studied which he could receive in no other way.

As to discipline, though I fear many of us are not so vitally interested in our pupil's moral development as in their intellectual triumphs, here in the high school if ever, pupils of a democratic government should be taught practical democracy by actually assisting in the government. Except in possible cases of insubordination and wilful misdemeanor, we have replaced harsher methods by a system of demerits and these are being quietly displaced by thrusting the responsibility of the school upon the pupil, placing many minor details entirely within his control and standing ready to relinquish others as he shows an ability and a willingness to receive them. Do we have perfect order? No. Do we have as good as we had under the old regime? Better, and a far better spirit shown throughout the entire school. Our senior boys and girls have each a room where the study hours are spent and spent quietly.

With Prof. Dewey, of Chicago University, I believe that the discipline of the school should proceed from the life of the school as a whole, and not directly from the teacher. If I did not fear being thought an extremist, I should further say that I believe that our class societies with their class colors, their mottoes and banners; our school caps with the name of our school embroidered upon them, and last, but not least, our school paper in which every class is represented, is doing more for the discipline of our school than any code of laws which we could have drawn up. All unconsciously we strive to promote the well-being of that which we love; if the pupils once feel that the school is truly theirs, they will work for and respect it.

With all the handicaps and imperfections of the county high school today, let us bow before its possibilities. Let the teachers of the primary and grammar grades train in the hearts of their pupils a desire for it; let the professors of the higher in-

stitutions and our lecturers arouse the public to a sense of their need for it; let our boards of education sympathize and help as most of them are now doing; let the teachers of this school itself awaken to a sense of the great responsibilities which God has given them, and there shall go out from its doors an ever-widening, ever deepening river of purity, strength and morality, which shall furnish streams of knowledge and refreshment to a thirsty land; and which, while never turning backward, shall bear on its broad bosom the American nation day by day, nearer and ever nearer, to the great source of all truth.

THE DEMANDS FOR SCIENCE AND TECHNOLOGY IN THE SOUTH.

DR. J. W. JOHNSON, University of Mississippi.

Science is knowledge of truth systematized. It ranges, therefore through all degrees of beauty, difficulty, and utility, according to the truths on which it is based. If the truths themselves are difficult to comprehend, then science, in systematically arranging them, will likewise prove difficult. It is owing to this that science is unsatisfactory to certain minds, distasteful to some and incomprehensible to others. Yet all truth is important, because it is reliable and because it never conflicts with other truths. As it is natural for every mind to admire and approve of truth when once comprehended, so the study of science must have attractions for every mind. For some more than for others, to be sure, but a neglect of science is a certain failure to "develop some of the powers of all minds and all the power of some minds."

I would not be understood as advocating the teaching of science to the exclusion of the humanities; especially the classics, for there is a cultural and linguistic training resulting from the mastery of the classics that is difficult to attain in any other way. Besides, a mastery, or even moderate training, in the classics is a most efficient aid in the study of science. All we claim is that the South needs, not less of the classics, but more of the sciences. "In America all schooling should lead primarily to the elevation and development of individual, and

only secondarily to a greater material prosperity." (Educational Review, March, 1904). We of the South can never be great in the educational world, nor in the commercial world, nor in the industrial world, until we develop the resources that we can inherit from nature and improve by art.

I quote a paragraph from President G. T. Winston, of North Carolina. (Annual Report Department of Interior, 1901. Page 513.)

"The South must follow the spirit of the age. She will do so from necessity, if not from preference. Industrial competition will force her to it. Her resources are practically undeveloped and unlimited. She is amply endowed with all three requisites for the production of wealth—with natural resources, capital, and labor. Her natural wealth is the greatest on the continent. In variety and fertility of soil, in diversity and healthfulness of climate, in abundance and variety of minerals, in forests and fisheries, in water power and fuel, she is rich beyond power to calculate. She is accessible to world markets, both for raw material and for finished products. Her capital is abundant and easily increased by foreign importation, her white labor is native, of English, Scotch, and German stock—reliable, intelligent, abundant, and cheap. All conditions are favorable to the production of enormous wealth, and with it the promotion, to a high degree, of popular happiness and prosperity. *The one thing lacking is industrial training and skill.* Supply these and the South will be the paradise of the world, the realization of perfect democracy, where labor is so productive and wealth so abundant that there is leisure and opportunity for universal culture and universal progress."

NEGLECT OF APPLIED SCIENCE IN THE SOUTH.

Even a hasty view of the conditions of affairs in the South as compared with those in the North, will convince one that there is great want of development in nearly all departments of commerce and education throughout our Southland. As our lands and climate are suited to cotton growing, and other sections are not, we base too nearly all our commercial transactions on cotton, and that, too, in its crude and undeveloped state. While some science is required, to be sure, to grow cotton, yet it is so simple, that our most ignorant classes can learn it and apply it with a large measure of success. The demand has usually been

equal to the supply, and the majority of our people have been satisfied with merely producing the raw material without trying, to any great extent, to apply science and skilled labor to its manufacture. Consequently we allow others to take our staple, and by manufacturing it into various fabrics, increase its value greatly, and so realize many times more from its manufacture than we from its production.

Whatever efforts have been made toward manufacturing in the South have proven as a rule very satisfactory. I remember that Prof. Claxton in a lecture before our summer normal last year, said that North Carolina had manufactured as much cotton as it produced. That while this manufacturing was of the simplest form, merely cotton yarn, that they had doubled the value of the crop, and in some cases where it was made into cloth and delicate fabrics, the value was increased five-fold or more. Just here I quote from The Memphis Commercial Appeal of Dec. 18, to show that our Southern efforts are making a favorable impression: "Discussing immigration to the South and delicate fabrics, the value was increased five fold or more. Just here I quote from the Memphis Commercial Appeal of December 18, to show that our Southern efforts are making a favorable impression: "Discussing immigration to the South. S. H Hardwick, passenger traffic manager of the Southern Railway, called attention to a fact not generally known, and one fraught with great interest to the Southern States in the new development. Mr. Hardwick said that recently a number of Scotchmen had located in North and South Carolina, and in every instance to which his attention had been called they had proven themselves very desirable citizens.

"In a small town in South Carolina," continued Mr. Hardwick, "thirteen young men from Scotland settled within the past month. They had been employed in cotton mills in their native country, and came to America to pursue the same vocation. They are skilled mechanics and I was informed by a citizen of the town, that they were thrifty and worthy young men. I was also informed by one of the number that they came South to locate because they regarded that section as offering the best opportunities for skilled labor industriously applied."

Mr. Hardwick said that he knew of other skilled laborers from Scotland who located in the South.

"Another important fact to the South," said Mr. Hardwick,

"is the large number of persons leaving some of the far Western and Northwestern States for the Southern States. Of this class of immigration Virginia and Tennessee are receiving a large percentage. This movement is steady, and for that reason it does not attract the attention which it otherwise would, as in the movement intervals of large colonies from the East to the West. It is my firm belief that the South is getting the cream of foreign immigration, and as her superior resources become known through the success of others already established and the greater exertions of the railroads along that line, the inflow will increase. Through this class of newcomers the neglected places in the South, for instance, will in time become sources of great prosperity."

Another quotation along the same line is as follows, from the Memphis Commercial Appeal of the 19th inst.: "According to Mr. Camp, assistant general manager of the Florida Railway, an active campaign is about to begin in Florida to secure from the next Legislature an appropriation for the establishment of an immigration bureau for that state. It is proposed to ask for an appropriation of at least \$100,000 to maintain the bureau for two years, until the next Legislature can convene and make a similar appropriation.

It is intended to interest every industrial and political body in the state in this plan of promotion. A committee is to be named to take up the matter with each board of county commissioners of the state, every city council, every board of trade and the many industrial organizations, such as the Horticultural Society, the Fruit Growers' Association and various others. These bodies are to be asked to co-operate in the plan."

When such developments are in progress, is it not time that our educational institutions were exerting themselves to prepare young men for the important and lucrative positions that are daily opening up?

But in educational matters we are behind our Northern neighbors. The main cause seems to be a fundamental one, viz., want of appreciation. Our school terms are shorter, our school houses are inferior, and the pay of our teachers is less. President Dabney has shown not only that we are behind in educational expenditures, but the very important fact that a state's wealth

producing capacity is directly proportional to its school expenditures. Now to increase our expenditures, will require the *best* efforts in argument and diplomacy of this Association. But that such would be the most worthy object of our efforts none can deny. Our worthy State Superintendent of Mississippi has not only succeeded in securing increased appropriations yearly from the Legislature, but he is constantly winning over county after county to the pledge for longer terms for rural schools. In this he surely is doing the fundamental and most important work in our school system. For our greatest need is to educate all our people in the public schools, and after that do what we can in technical schools, colleges and universities.

In a public speech recently Superintendent Whitfield said: "Mississippi will never know her true prosperity, and her best development cannot be realized, until we train our own Anglo-Saxon boys and girls to do work that needs to be done. We should seek the benefit for our own people and the best and only way to do it is by the irresistible force of educated thought.

The people are the fountain source of everything in the state; just in proportion as the people are developed, so will everything else be developed. The people are the great producing cause; look after the cause and the effects will take care of themselves. All our institutions, material developments, and the character of work we are doing, are but barometers indicating the real condition of the people. * * * Education is the one subject for which no people ever yet paid too much. Indeed, the more they pay the richer they become. Nothing is so costly as ignorance, and nothing so cheap as knowledge."

"In our high schools we have meager opportunities for manual training, or technical instruction of any kind. Our Agricultural and Mechanical Colleges are doing good work in the lines of agricultural and mechanical training, dairying, and a scientific study of soils, fertilizers, etc. The experimental stations also help wonderfully in improving seed, studying plant diseases and their cure, insects and how to combat them; our institutes of technology, while doing noble work, are too few in number and too weak in resources, to do the great work needed. The result of all this is that for many lines of skilled labor, we must import trained men to plan, to superintend and to do a large part of the

valuable work for which we should furnish our own men, if we are to keep pace with other parts of our country.

THE DEMANDS FOR HYDRAULIC ENGINEERING.

Doubtless in all the Southern States as in my own state, Mississippi, there is at present a large demand for technically trained men. Hydraulic engineering, in its various forms, is largely in demand, and very much beyond our own ability to supply. The Mississippi River, bounding us on the west, demands constantly several corps of engineers to watch and keep in repair the enormous levees which are necessary to keep the water within the channel, and off of our valuable delta lands. The constant watching and scientific study of this mighty current, the renewing and repairing of the levees will be a work of high order for all time. Besides we have many smaller streams, bounded by valuable bottom lands that are constantly being brought into a state of cultivation. This requires a survey of the bottom lands, not for a few plantations, but throughout the entire length of the stream and the breadth of the low lands, in order that change and straightening of the channel may be efficiently and economically accomplished. In municipal engineering, too, there is hydraulic work in great demand for water supply and sewerage systems. Our state has been accused of having poor drinking water, and consequent sickness. So that our people now, as never before, are putting up all over the state large plants for water supply using pumping stations, elevated tanks, stand pipes, reservoirs, etc. In the delta regions they are sinking many artesian wells which furnish an abundant supply of pure, delicious water.

In a larger sense, however, hydraulic engineering is making important demands upon applied science. The conversion of water power into electricity is perhaps the greatest engineering scheme of the age, applicable not to the South alone, nor even to the United States, but to the whole world. Its theory is sound, its accomplishments already are gigantic, its advance of civilization wonderful, and its possibilities almost without limit. Political economists and scientists say that, at the present rate of consumption of fuel, the world's supply of coal and fire wood will, in not distant future, be all consumed, and disaster will necessarily follow. But this great engineering problem, of converting water power into electricity, will, when solved, as the

engineers claim, furnish all the power for factories, all the heat, all the light and all the transportation, of all the continents without consuming a ton of coal or a cord of wood. Surely "it were a consummation devoutly to be wished." Let us notice briefly some of the feats already accomplished. To begin with the world's greatest water power, Niagara, we are told that 8,000,000 horse power is constantly developed by the energy of that great gigantic cataract. If all that energy could be utilized it would propel every train, freight and passenger, that plies in the region between New York and Chicago. The Niagara Falls Power company, has put in a plant to utilize about 100,000 horse power. They are now furnishing Buffalo, twenty-one miles away, with power for street railway, electric lights, and manufacturing purposes, and using vast amounts, near the power house, in the manufacture of aluminum, carborundum and calcic carbide. Without taking up time with this exceptionally great and magnificent plant, we will notice a few of the many others which emphasize the importance of the demands of hydraulic engineering.

At Austin, Texas, a water power of more than 12,000 horse power was furnishing light, heat, and transportation to the people of the Texas capital, till the extraordinary rains of March, 1902, washed away the dam. This is a great and sad illustration of the fact, that, in embanking, a factor of safety must be provided not for average but for exceptional conditions. The Columbia cotton mills, of South Carolina, use about 1,500 horse power current brought one-quarter of a mile from the water falls. At Baltic, Connecticut, 800 horse power is developed and transmitted four and one-half miles to factories at Taftville. At Ithaca, N. Y., 800 horse power is developed from a small amount of water with a head of ninety-four feet, and is used in propelling the street cars up a steep and winding street to the campus of Cornell University. Augusta, Ga., has street car transportation and lighting from water power. The same also may be said of Columbus, Ga., which has a very fine and up-to-date plant. At Pelzer, S. C., the Pelzer Manufacturing Company has installed a water power and transmitting plant to carry 5,000 horse power three and one-half miles to factories located convenient for shipping purposes." *

*See Electricity and Water Power by E. A. Replogle.

Scores of others both in our own country and in foreign countries, might be mentioned. But this little beginning is simply a foretaste of what the future has in store for us, and our young men must be prepared to take part in this great scientific evolution.

The following clipping from the Memphis Commercial Appeal of December 12 shows the trend of public sentiment in this direction:

"Representative Richardson, of Alabama, introduced a bill in the House late this afternoon, which, if enacted in a law, he says, will enable Memphis, Nashville, Chattanooga, Birmingham, Huntsville, Decatur, Florence, and other points within a radius of 200 miles of the source of power supply, to get electric power at a greatly reduced cost.

The bill is to regulate for manufacturing, industrial and other purposes the use of the navigable rivers and streams of the United States in water power. The bill permits the government to charge an annual rent for all the water power created by locks and dams, but where there are no locks and dams the Secretary of War can grant a permit to establish a water power, but cannot charge an annual rent. The bill seeks to draw a distinction between the primary rights of the government and the states, and at the same time give an opportunity to develop and get the benefit of the now unused and undeveloped water power of the country. Representative Richardson is enthusiastic at the possibility of his bill and said that the people of the great Tennessee valley had expressed the deepest interest in its success. He said that between New Decatur and Florence, a distance of eighteen miles, there was a fall of forty-one feet, which could be utilized to purposes of almost immeasurable benefit. It was also learned that New York and Philadelphia capitalists had promised to finance the scheme to establish a giant power plant on the Tennessee River if the bill is favorably acted on. These capitalists are lending their influence to have the bill put through Congress. This fact has given the bill an importance which makes its success a matter of keen concern."

We have also in our state much demand for municipal engineering; such as, electric lighting, street railway, leveling, paving, architecture, etc.; all of which requires applied science and skilled labor; a great part of which must be imported to us from other states. In this connection I quote from a private

letter written me by Messrs. Kirkpatrick and Johnson, civil and mechanical engineers of Jackson, Mississippi. I made inquiry of them as to the amount of municipal engineering now in progress in our state. They answered in regard to their own work as follows:

"We are engineers for the construction of new systems of water works, sewers and electric lights at Yazoo City, which will be completed in January. The cost will be about \$175,000, to be owned and operated by the municipality. We are just this week completing water works at Biloxi at a cost of about \$60,000, another municipal plant. Tupelo is also building municipal systems of water supply, sewers and electric lights. We are not sure about the cost of the lights, but the water and sewers will cost \$60,000. We expect to complete this work about the first of January. We have finished during the past year a system of water works for Pickens, Mississippi, at a cost of \$10,000. This, though small, is a very creditable investment for such a small town, and indicates as clearly as any such investment could, a disposition of Mississippi towns to install public improvements. Canton is to have an election December 13 for the issue of bonds for the construction of a new system of sewers, at a cost of about \$30,000. Holly Springs will shortly have an election, date not yet set, although we have been engaged as engineers, voting on the issue of bonds for constructing a new system of sewers to cost about \$20,000. Corinth, Mississippi, has voted an issue of \$55,000, with part of which the town has purchased a franchise system of water supply and proposes with the balance to construct a new system of sewers to cost about \$25,000. New Albany has voted an issue of bonds to construct a water plant to cost about \$20,000, I am not sure of the amount. During the past year Elton, a small place, constructed a water system at a cost of about \$10,000. This amount and the amounts following we are not sure about as they do not pertain to our work. Terry is constructing a system of water works, also Ellisville and Lumberton. Macon took steps this year for a water plant, but the work has, for some cause, not been commenced. Forest, we understand, is about to construct water works, and Aberdeen has just opened bids for constructing a large system, having voted bonds for \$70,000, for water works and sewers.

"Jackson, Meridian and Biloxi have built some paved streets. Greenville also is constructing or about to construct paved streets.

You will note the above list of water works include more small towns than large ones, due to the fact that almost every town in the state of 2,500 inhabitants or more has built water works, and nearly all these now are proceeding to construct sewers. The number of towns with electric lights is much larger than those with water or sewers, including almost every town in the state of any considerable size. There are electric street railways in Jackson, Meridian, Vicksburg, Natchez, Greenville and Biloxi, and a number of inter-urban roads are projected, some with very fair prospects of construction.

"I have no doubt that much can be said on your subject, "The Demand for Science and Technology in the South;" because Mississippi is prospering as she has not for forty years; and I believe is making more municipal improvements than any of her neighboring states. I have no doubt but that some statistical comparison based on wealth per capita, or on population, would show very finely for Mississippi's present improvements. I am sure there is an active demand for young men in the state to take responsible positions that will pay well in construction of these improvements or in operation of most of them; and I hope that you will arouse an interest to take the place of the apparently great indifference on the part of Mississippi's young men in this respect.

Yours truly,

"KIRKPATRICK & JOHNSON."

Two years ago when our university put up three new buildings, we secured the architect from St. Louis, three-fourths of the skilled laborers were negroes, the master-mechanic himself being a negro, a graduate, I was told, from Tuskegee, under Booker Washington.

The disadvantage to us in not being able to supply the demand either for consulting engineers or skilled laborers is evident and serious to contemplate. More or less delay is sure to be experienced when we must send away for architects to draw plans and specifications, and also for superintendents to direct the laborers, and skilled artisans to do the more important and best paying work. Then the cost is usually greater for men who come from a distance. We can never reach the highest and best degree of development till we can supply as many consulting engineers and skilled laborers as we demand. At our university there are urgent calls, more than we can supply, for men with only moderate scientific and manual training; such men, for example as can

take care of an ordinary power house, say, for furnishing the electric lights and water supply for a town. And there is also a great demand for journeymen who can do the ordinary repairing and renewing of work connected with an electric plant, a telephone system, etc., such as adjusting fixtures, wiring new and old buildings, extending service pipes, etc.

In the absence of such skilled labor we have had a great deal of rough, unsightly and inefficient work in our state. The consequence is that fires originate, coils burn out, and poor service results. We cannot reasonably expect improvement in these particulars until the demand for science and technology is supplied by our schools. Prominent among our unsupplied needs is

THE DEMAND FOR MANUAL TRAINING.

This can be supplied in part by our city schools. Some may object and claim that the system of apprenticeship is yet adequate for teaching young men both manual training and manual labor. Times and demands have so much changed, that there is reasonable doubt as to the present efficiency of the apprentice system.

Director Williston, of the Pratt Institute, gives several reasons for this from whom I quote as follows:

"First. The scale on which manufacturing is today carried on makes impossible the personal relation between master and apprentice which gave the old system so much of its strength.

Second. The rapidity with which changes in method of manufacture is being made, due to new inventions and the introduction of labor saving devices, makes it less desirable for a boy to spend three or four years learning a trade which may be greatly altered before he has mastered the old ways. Formerly when changes were slow and industries were conducted by mechanics who had themselves acquired their methods from their predecessors, the slow method of learning by imitation of others could easily keep pace with the progress. Today changes follow one another in such rapid succession that the more speedy method of learning through the process of scientific reasoning is necessary.

Third. The introduction of automatic machinery and modern methods have so changed the conditions that it is cheaper for each man to do one thing. The long apprenticeship is not necessary for this, and cheap labor can be quickly trained to do the work. This offers a great temptation to boys of little ambition.

to leave their apprenticeship and learn to operate one machine at slightly better pay.

Fourth. The application of science to nearly all classes of industry and the placing of them under scientific direction makes it necessary for the young man to understand the scientific principles and application to his particular calling as well as to possess mechanical skill at his trade, else his advancement must be limited. The manual methods could be learned in the old way in a commercial shop, but the scientific principles must be learned elsewhere. In school or college only can the young man get this combination of scientific and practical training which is today essential to his success."

While manual training cannot be considered technical training nor a substitute for it, yet it is most valuable for developing many of the faculties of the pupil, and is surely good preparation for technical instruction. We have difficulty in retaining boys in the city graded schools, after they pass the eighth or ninth grade; and, in our state, many boys from rural districts, not having even the advantage of graded schools, go to the preparatory department of our Agricultural and Mechanical College. Evidently one of the attractions there, both for students and parents, is the technical character of the work offered. It meets the desires of many parents to give their sons something practical as well as theoretical; the utilitarian ideas will loom up in the minds of many of our sturdy farmers, despite the lectures and protests of school men; and they want their sons to have the best possible showing in case their school days should be cut short by misfortune or limited by insufficient means. Now, if the schools at home could have offered manual training, perhaps he would have remained there, saved his money and later entered the freshman or sophomore class with a fair probability of graduating. It is too long a strain on most young men to go two or three years to the preparatory department of any school and after that four years more in the regular college classes. Variety is said to be the spice of life, and it seems a necessity, for some minds, also in education. Theory is good to be sure, a great means of developing the powers of the mind, but the mind tires even of so good a thing, and yearns for something practical, something applied, something real and concrete.

One of the best teachers in our state is trying to meet this demand for variety on the part of his older boys, by going daily and

taking part with them in hearty outdoor sports, such as baseball, football, etc. His neighboring high schools are following his example, and so they have a Friday afternoon, now and then, given to a rousing contest of football; and parents, trustees, and citizens all enjoy it, and the older boys feel that they are doing something, and are willing to remain.

I refer to Superintendent J. N. Powers, of West Point, Mississippi, from whom I quote as follows: "Last week we completed an open air gymnasium at a cost of only \$80. This includes basket balls and goals for our girls. Every cent of the money was raised from contributions from the pupils and the friends of the school. Two gentlemen without solicitation gave \$10 each. To say our children are delighted would be putting it mildly. The boys who went out of our ninth grade during my first year are already looking longingly over the fence, and it may be I shall have the pleasure of again enrolling them as pupils. In addition to these things we encourage our football team, our basketball teams, baseball, etc., etc. The point I wish to make is simply this, if we expect to hold our boys in the high school we must make school life attractive, we must have the public school spirit. What would a college be without the college spirit? To make public school athletics attractive it is absolutely necessary that the superintendent take an active interest in all contests. The boys need supervision and encouragement in athletics as well as in their books. When the school superintendents encourage physical culture, and seek to cultivate a proper spirit for the natural desires of their boys for athletics they will find that it will not be so difficult to hold them in the high school grades."

If Superintendent Powers had one assistant who could give manual training, what another attraction he would have for his school. One could scarcely drive those boys away from him. Neither would they be enticed away by an offer of thirty or forty dollars per month, as so many are all over our country. I believe that manual training is not only better for boys who never expect to go to college, but that it is also better, as a preparation for college. Some, and it is to be hoped many, such preparatory students will pursue applied science in their regular college course. For all such, the manual training will be their firm and most satisfactory foundation for the higher pursuits in the

various engineering schools. But what about the class of young men who expect to be strictly and exclusively professional men, as lawyers, ministers, doctors, and teachers? Concerning the last two, they need still more such training, and are the better off for having taken technics in the high school. And I verily believe that the lawyer or physician will feel better and be better in his professional work for having had a little experience and training in handicraft. He will be a broader man, a better informed man, a man more in sympathy with his constituency, for knowing something outside of his own narrow professional channel. People will not so likely and so truthfully say of him, "He is fine in book-learning, but he has no practical sense."

I quote from a report made by Dr. Henry H. Belfield, director of the Chicago Manual Training School, who visited European schools, to ascertain "Whether joint training, mental and manual, enabled the student to become as proficient as others, or more proficient, as the case may be, in ordinary academic studies." The summary of his report was as follows:

* "The conclusion which I have drawn from all the facts that I was able to collect was this: That the combination of mental and manual work does not diminish the amount of purely academic work done, provided the manual work is properly held in abeyance. What the proper amount of manual work may be will depend upon several circumstances, and may perhaps, be inferred from the facts given below. These facts will surely justify one or two hours per day, according to the age of the pupil, and the character of the work." After Dr. Belfield's return from Europe, he was asked to investigate the character and results of manual training in our own country. He did so by sending out a circular letter of inquiry to all our manual training schools, and in summing up his report he says: "The general testimony of the replies is that the pupils taking manual training as a part of their school work, in regular school hours, accomplish as much academic work as, or more than, those pupils who devote the same number of hours to school work without the manual training. * * * It is noticeable that as a general rule the larger the amount of time given to manual training the more marked are the beneficial results."

* Eighth Annual Report of the Commissioner of Labor, p. 603.

We add a few of the questions and answers:

(a) "What is the effect of shop work on the character of academic work in mathematics, science, literature and in general?"

San Francisco, California, answers: "Makes the mind brighter and keener in mathematics and science. The student is more interested in the general work of the school."

Washington, D. C., answers: "Just the same and just as good."

Louisville, Ky., says: "The school is new. As much academic work, and as well done, as in other high schools."

Baltimore, Md., answers: "More analytic power. Cultivates powers of observation. Opens field for expression."

(b). "Is the effect of shop work on the mind and character different from the effect of academic work?"

St. Louis Training School answers: "The effect appears to be an unusual clearness in concepts in which definite relations and exact limits are necessary. Sounding phrases are less satisfactory and the student is not content to stop short of a sound and clear conclusion. In higher polytechnic work (engineering) the graduates of the manual training school have a higher reputation for ability to attack new problems and do independent work. In practical affairs they seem to be able to bear an unusual amount of responsibility in directing work."

Concord, New Hampshire, says: "Pupils are generally more accurate in their school work."

Memphis, Tennessee, answers: "The tendency is to train or lead to natural methods of study; cramming or mere memorizing is dropped for real study."

Public Schools, Menomonie, Wisconsin, responds: "We did notice that the pupils who were noticeably careless and untidy in their work in academic lines became ambitious to do work which compared favorably with that of other pupils, and it seemed to me that these pupils were somewhat inspired by self respect and pride which reached beyond the school work."

If so many reliable witnesses, and I have mentioned only a few of the entire number, testify to the good results of manual training, do we not need more such training in our Southland?

In 1892 I chanced to know something from personal observation of the public school system in Leipsic, Germany, and consequently became interested in a general investigation of the sub-

ject of manual training in the schools of that city. Full details were published in the "Blatter fur Knaben-Handarbeit," which in summing up the results says: "Though the results as stated in the Blatter, do not show that manual training in every instance has a magical effect—transforming a dull or indifferent pupil into an intelligent and enthusiastic artisan—yet it will not be denied that the reply possessed a certain value. It is clear that the questions were answered with the utmost candor by the several teachers; for, while there is no direct conflict of opinion among them as to the utility of manual training in the schools, the conclusions reached are not uniformly favorable."

Some of the questions sent out, inquiring after young men, after entering practical life, were as follows:

(a) "Does the teacher believe that, rightly directed, manual training awakens an interest in practical work?"

The answer, *yes*, was given concerning 29 out of 37 of the young men thus followed up; and *no*, was given in regard to two. Other answers were: "In general, it is only a pleasant diversion, and its true purpose is not brought out." "To some degree." "At least it gives the young man an insight into practical work which stands him in good stead, and perhaps dispels his illusions. In this view manual training is very beneficial." "Under favorable circumstances." "Great interest." "If the apprentice has previously attended a school work shop, it has quickly become evident what industry he is most interested in; this is a preparation of great importance."

(b) "Does manual training give a general fitness for practical work?" Affirmative answers, 21; negative, 5. Some gave more details thus:—"No; his pupilage was too short for that." (Speaking of a wood-carver.) "No it only helps children to choose an occupation." "He should have worked at something useful for tailoring, not for carpentry." "It is preparatory only." "I can speak of manual training only in terms of warmest praise."

We pass next to

THE DEMAND FOR TECHNICAL SCHOOLS.

There is no better investment for a state than that given to the training and development of its citizenship; and that citizenship must be taken as it is and not neglected because it fails

to be what we would have it. When more technical schools are inaugurated they will attract attention, when their purpose is known they will command respect and patronage. The chief object at present is to induce public sentiment to approve of them and realize the need of them. We have had illustrations enough it seems, of the important truth, that the world's demand for cotton is a limited one, and that it is easy for the south to cause over-production, and consequently low and unprofitable prices. How vitally important then is it that we should place some reliance for acquiring wealth on other means than that of raising cotton. The sooner we can learn this, and limit our production so as to insure a good price, and expend our excess of energy in other lines of industry, the sooner will material prosperity come to us, and the sooner will we become that co-ordinate part of our country in wealth, commerce and education that is naturally and rightfully ours. Let cotton be king of our commercial interests, but let us have noble prince—also in the domains of internal improvement, municipal engineering, diversified crops, manufacturing, the lumber industry, the live stock industry, etc. This is all practicable and reasonable, and will be attractive and profitable to our people so soon as we can mix science with muscle, technics with scholarship, enterprise with learning and aggressive theory with high culture. More technical schools will help us along all these lines, and it is our duty to encourage them all over the south.

I offer here a few quotations from high authorities on this subject:

"The condition of white people in this state is such that they must labor in competition with the negro laborer. They must be at a disadvantage if not given equal training for industry. Indeed, they are now at a disadvantage, for while there exists no industrial school for whites, there are half a dozen in the state for negroes established by private enterprise. Not every boy can go to Clemson college, but the great majority should not be overlooked, and our educational system be such that every boy with a mechanical turn will find in school the opportunity to develop it."—John J. McMahan, Superintendent of Education, South Carolina.

"Investigation shows that of the employes in responsible positions where any mechanical skill or technical knowledge is demanded, less than 5 per cent. are native Texans. We have to-

day the capital at hand for any undertaking and energy for its prosecution, but the technical knowledge that is often necessary is wholly lacking, and we can only sit idly by while capital from other states is exploited by strangers and our most brilliant sons are driven into professions already overcrowded. At present our scheme of education allows of but four leading professions—the law, medicine, civil engineering and teaching. For mechanical, electrical and sanitary engineering comparatively no provision exists. If adequate training is desired in these lines our young men must seek it in other states, where a recognition of this need has found its expression in great technical institutions.”—Board of Regents of the University of Texas.

Superintendent H. L. Whitfield, of Mississippi, in his Biennial Report to our Legislature, speaking of our new capitol, said:—

“In response to an invitation of the commission a number of plans were submitted from architects from almost every section of the country, but no Mississippi architect entered the contest, and the magnificent fee as well as the honor went to a citizen of St. Louis. When the contract was let there was no bidder from Mississippi, and the profit was carried to Chicago. Practically every skilled workman, those who received the largest wages, was imported. The artists who contributed so much to the building in the way of beautiful decorations were not of our people. Mississippi carried the mortar and the brick, and, in the main, received day laborers’ wages, which meant only a living to those engaged in the work. If Mississippi had been forced to construct the capitol with her own skill, the beautiful building we now have would have been impossible.”

As few of our Southern States have regular institutes of technology, the demand falls more heavily upon the State University for technical training.

The virtue and stamina of an army depends, of course, upon the rank and file of the soldiery. But gallant and discreet officers likewise have a responsible role to play in the effective manipulation of the army, and especially in the rush and roar of bloody battle. In the pursuits of peace also great and wise leaders are necessary. Each state is expected to furnish and equip one university. The public schools furnish the training for the masses, the bone and sinew of the State, that on which the whole superstructure is built, that upon which every enter-

prise of the State must depend, that by which the success is measured and prosperity gauged. The church colleges perform an important part in the essential and higher training both in scholarship and dignity to depth of learning; the trade schools and technical schools muster mighty armies of the worthy and well qualified, who are ready and willing to put their broad shoulders to the great wheels of industry and enterprise, and make a constant onward movement of civilization all along the frontier, and a constant strengthening of acquired possessions throughout the length and breadth of the country; and yet that clothes manhood with responsibility, and gives grace to morals and intellect, that helps to make true men and women, there remains much for the university. It stands by right at the head of the whole educational system; the public schools are its constituency; the church schools its allies, and the technical schools its sturdy cohorts and reliable body-guard. For all it is expected to set a worthy example, foresee coming events and give forecasts of advice, encouragement and warning accordingly. It is expected to absorb the truth, detect the error and supply the defects of every system and theory proposed. It is expected to keep scouts and pickets always on the frontier, ready to extend lines and acquire new possessions by right of capture and discovery.

In technical and professional training, however, the State University must not be expected to do all the work, any more than an experimental station is expected to do all the agricultural training of the country. But what it does should be first-class, the most modern and best approved that the country affords. A great State surely can afford to do only what is first-class in every particular. If a State cannot afford a separate agricultural and mechanical college, then the university should undertake the agricultural and mechanical instruction. So it may be necessary for the university to furnish the medical school, the teachers' training school and engineering in its various forms. But in all such its work should be typical, or a model for all to aspire toward and imitate. Just at present I believe the demand upon our universities of the South is for science and technology. It may be claimed that of all schools the university should be least influenced by utilitarian considerations. And yet it must be remembered that a university

can never be greater than the State whose servant it is, and that the State's material prosperity is one of the conditions of growth for the university. Therefore, if technical training is needful, and believed to be for the good of the State, then the State University should encourage it in every way possible, and take the lead in offering the best instruction the times can afford. I believe we have this condition confronting us today. We are needing science and technical training in many parts of our southern country. Many of the universities have recently undertaken this work along certain lines, but their equipments are meager, their teaching force limited, financial support weak and patronage small. These are infant industries and need protection; these are experimental efforts and need encouragement, moral, intellectual and financial.

We need to assert our convictions boldly on this subject, and to impress our ideas upon the tax payers and business men of the State. If we can convince them that we have the material as well as the intellectual prosperity of the State at heart, they will readily listen to our arguments and cheerfully co-operate with us. I believe that science, scientific thinking and science research need stimulating and growth everywhere among us. I believe it can and ought to be planted in the kindergarten, cultivated in the common and high schools and thoroughly developed in our schools of technology and in our universities.

There is another phase of science instruction that demands the attention of our universities. It is usually a conceded fact and an unquestioned truth, that for highest attainments, young men should finish a regular college course before entering upon the science of medicine, law, engineering or other strictly professional course. This is the logical, the ideal, the correct plan. And yet in this aggressive, busy age, when so many opportunities for making money are opening up to young men, when the college course claims four years of time and then the medical, or law or engineering requires at least three, and some four years more; when many of our most worthy young men are limited in finances, we come directly against a counter current of public opinion which demands a shorter time of preparation for the professions. This silent but earnest protest is that eight years is too much time to be given to preparation for a specialty in life. The result follows that there is a strong tendency to

cut short or omit the college course and go at once from the high school to the law school or medical school or to the school of technology. Here the university has an opportunity to serve the State and modify the current of public opinion. Let the regular classical and scientific courses go on; but offer alternate or optional courses to young men who, for example, expect to study medicine, so that they may have a course leading directly to the medical course. This may be accomplished by amplifying chemistry, physics, zoology, physiology, biology, etc. So that after four years he may have his academic degree and also receive credit, according to agreement of the association of medical colleges, for two years' work. A similar plan may be followed for engineering work, and in this way many young men will make great effort to finish both courses in six years, when they would absolutely refuse to appropriate eight years. We do not claim that this plan is as good as to take the full four years in each course, but we claim that it is much better than to omit college training, as so many do. Medical schools readily concede that they cannot even in four years do the work that is necessary with only high school preparation. And so they are ready cheerfully to credit young men with two years' work who have a course as above indicated.

In conclusion, I reaffirm the belief that the demand of the South for science and technology is not supplied by our present system of education, and that, owing to its practical importance, it deserves our earnest consideration.

DEPARTMENT OF SUPERINTENDENCE.**SECRETARY'S MINUTES.**

Friday Afternoon, Dec. 30.

The meeting was called to order by the Vice-President, Superintendent J. C. Compton, Leesburg, Fla. In the absence of the Secretary, Superintendent Allen J. Barwick, city schools, Thomasville, Ga., was elected Secretary pro tem.

Superintendent S. Phillips, Levy county, Fla., discussed the subject, "Things Not Seen." In this paper many of the minor details essential to the success of a county superintendent which are often overlooked were pointed out and discussed at some length, and suggestions were offered for securing closer co-operation in teachers and parents. This paper and others read are found herewith as a part of these proceedings.

The next subject was, "The Securing and Training of Competent Teachers," by Superintendent Lawton B. Evans, Augusta, Ga. This paper was the result of successful experience in the lines of precedent suggested by the speaker, and for this reason no untried methods were mentioned, but those that have already proven successful.

Mr. Evans made the statement that the kind of teaching force a superintendent finds in a system of schools is the most important factor there. A member said in a brief discussion of this paper that Mr. Evans' statement was untrue, and he believed the work Mr. Evans has done in his schools shows clearly that the kind of superintendent that goes into a system of schools is more important than the kind of teachers found therein.

Under the head of "Round Table Conference" discussions were engaged in by Major Gaines, Mr. Sanford, Fla.; Mr. Sam H. Small, and others.

Before the session closed the following officers were elected for the ensuing year:

President—J. H. Van Sickle, superintendent public schools, Baltimore.

Vice-President—Lawton B. Evans, superintendent city schools, Augusta, Ga.

Secretary—Allen J. Barwick, superintendent city schools, Thomasville, Ga.

There being no further business the session closed.

J. C. COMPTON, President.

ALLEN J. BARWICK, Secretary.

TEACHERS—THEIR TRAINING.

SUPERINTENDENT LAWTON B. EVANS, Augusta, Ga.

In the selection, training and management of the teachers the superintendent will have an opportunity of showing his greatest skill. A *school system depends on its teachers*. A fine corps of teachers can make a good system, even if the superintendent is ordinary, but the best superintendent is doomed to failure if his grade work is hopeless. Therefore, the real crisis is when a teacher is to be chosen, remembering that it is always easier to keep a poor teacher out than it is to put him out.

The general cry everywhere is that the schools are used for *political purposes*, and inefficient and untrained men are put in charge of the buildings and grades at the instance of board members who wish to please their political allies and supporters, or who are led away in sympathy for the needs of indigent gentlewomen.

Such a condition will ruin any school system. So long as teachers are employed upon any other basis than that of school room ability, the system is doomed to inefficiency. Everybody will recognize the truth of the statement, in his calmer moments, that the school teachers should not be selected upon a basis of sympathy or political reward. Even the board members recognize that. Therefore, when there is no election pending, when the waters are calm and no instance is up, and no-

body to be made an example of, then is the time to get the board to bind itself by formal resolution to do the right thing when the next time comes. Then when the crisis arises and a few wish to override the schools, there is a rule against it which the superintendent and the board may fall back upon to protect the schools.

HOW TEACHERS ARE SELECTED.

As a general thing the majority of teachers in a large school system come from the local supply. This is all right, and I am willing to say that so long as good teachers can be had from the city or county in which the schools are located this home talent should be considered. But home talent is to be taken only so long as it is talent, and when it is no longer so, the ends of the earth are none too far to go to get a good teacher.

While this is true of home talent, it may also be said that every system needs the *infusion of new blood* at times, and that the importation of outside talent brings new ideas and methods and introduces a freshness that could not otherwise be had. A system can return into itself by too constantly employing its own product, until it becomes set and formal.

The superintendent should have the power to prepare *an eligible list* of candidates from which the board agrees to elect the teachers. This power being granted, the superintendent should make it his most earnest duty to find good teachers by all means in his power. The supply of teachers will come from three sources.

1. Those local high school graduates who will go to reputable normal schools and spend their time and money in preparing themselves for teaching. They deserve the first place.

2. Those local high school graduates who are not able to go off to normal schools, but who want to teach, and who will spend time in a sufficient training in the local training school. These deserve second place.

3. Those who are non-residents, who have taught with success elsewhere, and who by virtue of special merit and special reasons are desirable acquisitions to your own school system. These deserve third place.

Let us consider one of the qualifications that a superintendent seeks, aside from technical training.

1. Every teacher must have a good education. Without this as a basis nothing can be done. The broader and deeper the education the greater the culture. All learning is of value in the school room. The superintendent should satisfy himself that all applicants have a good foundation of scholarship before starting upon their professional training. Every teacher in the grammar grades should have at least a high school education, and every high school teacher should have a college education. We may say in general terms that a teacher's education should be at least four years beyond the work he is called upon to do.

2. Every teacher should have an abounding good health, and should take care of it. Our success is dependent on our health, and the school room demands the best that is in us. Sickness begets irritability, crossness, peevishness and impatience. It is hardly too much for a superintendent to demand a physician's certificate of health of every applicant for positions in his schools.

It is palpable violation of common sense for a teacher who has consumption, or indeed any contagious or infectious disease, or coming from a family where acute contagious diseases prevail to be allowed in the school room. Consumptives often seek school work, thinking the labor is light and the exposure not dangerous. A superintendent should be on his guard, and while the issue is hard, he should be firm and just. In fact every teacher and every school house should be under the regulations of the board of health of the city,, and only the soundest conditions should be allowed. More than once I have received appealing letters from teachers in higher and colder latitudes, asking for positions in the schools of the South, saying they were delicate and needed the warm air of the Southern climate to restore them to health and vigor. My answer has always been that school rooms needed teachers of perfect health and vigor and that delicate people needed out-door exercise and work in our balmy Southern latitudes.

I will not go to the length of saying that all teachers should be *good looking*, or that they should be graded in appearance, but I feel sure in saying that children love beautiful things and beautiful people, and that it does seem as if we at times take advantage of the innocents by compelling them to gaze upon some forbidding countenances. I use the word *forbid-*

ding advisedly, for I am ready to confess that some of the most attractive faces have the least pretensions to beauty. They have what is far better than beauty—they have *soul*.

3. This last remark leads up to the statement that disposition counts for nearly everything in a teacher. The teacher's attitude toward the children and her work generally, will determine whether she is made of the right sort or not. No one can define the teacher's spirit, nor expound it in set formulas. It is with some people and not with others. It has certain qualities, certain manifestations, but these manifestations in others do not prove the teacher's spirit. It is also as unmistakable as it is indefinable. It is in the manners, the voice, the eye, the face, but no one can say what or tell how it can be acquired. It is truly born, then made.

4. A teacher had best begin young. Youth is the period of enthusiasm, vivacity and cheerfulness. It is the time when we acquire our habits and our style, and get our dispositions set. It is the plastic period. I have rarely seen anybody turn to teaching after thirty-five or forty years of age that made even a measurable success in it.

HOW TEACHERS ARE TRAINED.

Every applicant should go through a training before beginning to teach. In these days of normal schools in every State, when tuition is free and boarding is nominal, there are not many who can truly say they cannot afford to get ready to teach. However, granting that a superintendent feels the need of training and testing the material that comes to him, it will not be amiss to describe the plan I have pursued in my own schools in Augusta.

I selected the three best teachers in the schools, one for the first grade, one for the second grade, and one for the third grade, and established them as training schools in one of the school buildings convenient to my office. Those three teachers had regular grade work to do, with the usual enrollment of pupils and the regular course of study to follow. I expended much time in the detail of method of those teachers and had them approximate the standard of excellence desired for all teachers.

To begin with, I reduced the room to approximately ideal

conditions of physical equipment. The walls, the blackboard, the light, the heat, the pictures, the desks, the cabinets, the window boxes, the vases, the teachers' desk, the children's supplies, the apparatus—indeed everything that a school room ought to have I put into these three rooms, and I called them the standard toward which the system as a whole should strive and gradually reach. I at least had three good rooms to show as a sample of what all other rooms should be. In these rooms I put the three best teachers I had and paid them a little more than usual for the work they had before them. They represented scholarship and leadership and experience, and were not afraid.

To these teachers I then assigned the applicants for positions, those who deserved to become teachers in the schools. They were the apprentice teachers under skilled workmen and were required to work in those grades at least a year before they would be considered available for regular work. In this way each apprentice has one or two months' study and daily instruction in each of three grades during the year. By this time it is not difficult to decide who has most skill for the school room, and who has least.

These schools are not observation schools. The student teachers go daily, two or three at a time, remove their hats and wraps, and are assigned to such help as they can do. As they individually become more skilled they assume more work until the regular teacher withdraws and leaves them in complete charge. When this is satisfactory the course is complete. We know then whom we want as teachers when there are vacancies to be filled.

In addition to training the applicants, the training school teachers supervise the work of the regular teachers. The teachers in training are sent out to do practice work in the schools and the regular teachers being relieved thereby, spend a week or more in the training school, comparing and correcting their own work. By this means the superintendent can test the value of new methods in his training school, and promulgate it to all other teachers without difficulty. It has aided the superintendent in the work of supervising the lower grades and has simplified the introduction of methods and has given a proper avenue for all applicants to enter the system as regular teachers.

The value of the training school in protecting your system against politics or sympathy is considerable. Suppose a man comes to you or goes to any of the board and says: "I should like my daughter to get a position as teacher." Your answer is: "Why, certainly, sir. We will be delighted to have her enter our training school in order to prepare her for future work." Well, she enters the training school, and possibly she may become a fine teacher, or at least you have the chance to quietly prove to her satisfaction that she is not suited to the school room, or that others have made better records. Sometimes it is better to tire the applicants out rather than provoke a convulsion in the community. In this way the training school opposes a front to imposition in the school.

This plan is equally applicable to rural schools, by a simple modification. If a superintendent will select one of his rural schools near by, easy of supervision, and expend his energies upon making it a model for all his schools, he can then use it as a type. It will make the best institute for a week's instruction he could have.

Along this training in practice work should be a course in reading. This course in reading may be divided into four heads:

1. Psychology, or a basis of principles.
2. Methodology, or a basis for instruction.
3. Economy, or a basis for management.
4. History of education for breadth of view.

I cannot undertake to name the books that a teacher should read and study under each department. There are many good, excellent books under such head, and the superintendent's library will be filled with samples of each sort. I will say that each teacher should own his books, should buy them as the beginning of his pedagogical library, should mark them as he chooses and annotate them all he can, and reread them as often as necessary. I believe I could name a dozen books that would make a satisfactory working library for any teacher.

I wish to suggest to you a liberal policy toward your teachers in the matter of training. Many of them are just too poor to go off to school unaided, and they need their monthly wages to live on, and possibly to support others dependent on them. If they could afford it in any way they would gladly go off for

training. I suggest that you get your board to pass a resolution excusing any teacher for a year on full pay, less a small amount to pay a substitute in her grade, provided she takes what is left and goes off to school. If a teacher is getting \$500.00 a year, she could take \$15.00 a month for nine months, or \$135.00, and with it employ some one out of the training school to teach her grade, with the remainder, \$365.00, and a loan outside of about \$200.00, she can spend a year in New York or Chicago and come back equipped for better work. The teacher gains by it, and the board loses no money by it. I have tried this and I know its value in enthusing and stimulating the teachers.

After all is done and said there remains yet the fact that a superintendent needs to come face to face with his teachers at regular times as well as have them come together for conference with each other. In ordinary conditions, I should advise the weekly assemble of all teachers in a school system for general lectures and discussions. In these meetings, topics of general and universal interest should be discussed. The superintendent may lecture, he may conduct an experience meeting, he may have a program of several subjects, or he may have some speaker invited to address the teachers. At any rate the meeting should be a live one, and the teachers should feel an interest in assembling.

Then there are grade meetings, reading clubs, manual art classes and other devices and methods for getting the teachers to assemble and help each other in their work.

Individually each teacher should subscribe to a teacher's paper, or journal, or magazine, according to the grade of work. Some money must be invested in the business, and the money that counts the most is that spent for books and periodicals. A teachers' club is possible, in which several join to make a sum of money to be invested in a number of journals for circulation among the members. A good superintendent will see that every teacher is a subscriber to a school paper and he will be ready with good advice on this subject.

Likewise will every superintendent's office be provided with professional books for circulation among the teachers. It is worth while for a board of education to invest some money in a school library for the use of its workers, and the superintendent should see that it is used. If every teacher is not calling

for books, select one and send it, with the kind advice to read it. This may start some individuals to reading.

All these means and many others emphasize the need of refreshing the work force with new ideas, encouraging them with commendation and stimulating them with advice.

CHILD STUDY DEPARTMENT.

SECRETARY'S MINUTES.

Friday, Dec. 30, 3 p.m.

The Child Study Department had its meeting in the auditorium of the Woman's Club building on Thursday afternoon of December 30. It was called to order by the president of the department, Professor H. E. Bierly, Grant University, Chattanooga, Tenn., and the first on the program was Superintendent Lawton B. Evans, Augusta, Ga., who read an article on Child Study and the Sunday School. This was followed by an address by Miss Maud Schwalmeyer, of Bartow, Fla., on Child Study and the Primary School. The third and last article was by Professor Fred Eby, Baylor University, Waco, Texas, on Interpretation. The audience was deeply interested in the papers and discussion. The auditorium was filled, there being in attendance about two hundred teachers and parents.

The following were the officers that were elected for the coming year:

President—Superintendent Lawton B. Evans, Augusta, Ga.
Vice-President—Miss Clem Hampton, Tallahassee, Fla.
Secretary—Mrs. J. H. Phillips, Birmingham, Ala.
Director—Professor H. E. Bierly, Chattanooga, Tenn.

CHILD STUDY.

SUPERINTENDENT LAWTON B. EVANS, Augusta, Ga.

Probably the most interesting movement in modern education is that which has been termed child study. The meaning of the term is the investigation of the child, from a physical, intellectual and moral standpoint, to find out what he is, what he thinks, what he loves, what he dislikes, what diseases he has, what tendencies he inherits, what characteristics he possesses; in short, what sort of a creature a child is.

It is believed now that we measure children too much by the standpoint of grown people. We want them to be like us, to be clean and proper, and quiet and polite and unselfish, and high-minded, and to possess all those noble attributes that come to but few adults, and we are discontent and prophetic of evil if instead of being grown people they insist upon being themselves.

We are coming to know that what is perfectly proper for a boy is not proper for a man; what is eminently correct for a girl is not correct for a woman. Children are not like grown people and should not be made to appear so. They should not have adult habits any more than adult clothes. We should make allowances for children.

Let me illustrate: A child is a natural savage. Why, we do not know. It is in the instincts of children to be cruel. They find sport in robbing birds' nests, in killing birds and insects, in torturing cats and dogs, and even find a satisfaction in having their companions punished. One of the kindest of young men tells me this story of himself as a boy. A companion stepped purposely on his foot and hurt him. He reported the fact to the boy's mother, begged her to whip and leave the door open so that he could hear him "holler."

It would be a false prophet who would predict a criminal out of the apparently savage and cruel instincts of a boy.

The study of children long ago has showed us plainly that a child in passing from infancy to age is an epitome of the history of the human race. He passes rapidly through all stages

that mankind has passed through from the beginning of civilization until now, and the apparently distressing tendencies of his life are not tendencies at all, but merely transition stages or periods of growth, in which he has certain mental or moral affections analogous to childish diseases.

The purpose of child study will be to get down to the level of the child and see things with his eye, and to have things his way and for his sake. Everything in teaching should make way for the natural demands of the child's nature. He is not to be molded but to be led and developed along the lines that nature indicates. If nature indicates that all children are active and restless, and unhappy if confined too long in one position or in one place, then a sensible scheme provides for activity or expression of physical movement as the reaction of mental stimulus.

I think it is very clear that the more we study the child's nature, as proven not by the individual instances, but rather by the average of large masses, the more nearly we understand what sort of treatment should be given them, what allowances should be made, what methods employed in their instruction.

The child study movement is now about ten years old in the United States. Those who are engaged in the investigation are among the ablest scientists in the world, and hundreds of thousands of children are being studied, consciously and unconsciously, and deductions are made from these observations that are giving light to the great body of school teachers.

What now is this army of scientists doing in this field of child study? Let us illustrate. They will measure hundreds of thousands of children in every way in which children show measurable change as they grow; the dimensions of the body as a whole and by parts; the weight of the body; the motor ability in every aspect—as the strength, endurance, speed, precision of the various muscles under various conditions; the tenacity and span of the memory; the precision, speed and endurance of the mind in various measurable tastes; the spontaneous interests; the character and amount of sickness and the death rate; and many other things in which children are concerned and observations made and averages drawn.

When any of these studies is made on a sufficiently large scale, the results are treated upon mathematical methods, which

show the average measurements for children of certain ages. This then is classed as normal in one particular under investigation proven by the inductive process.

Let us consider some physical studies that have proven certain things. It has been shown that many children hold their mouths open and breathe hard through their nostrils. Such children tend to stupidity and frequently degenerate into idiocy. The fact of open mouths and heavy breathing suggested to the child students some obstruction in the nasal passage, otherwise the child would breathe through his nose and breathe quietly. Large numbers were gathered and the majority showed upon examination an adenoid growth in the nasal passages that made breathing difficult. Strange to say, this open-mouthed, closed nose, labored breathing so oppressed the child's mind and held his attention to his defects that his mind was not active. He was sleepy, dull, inattentive and was put down as simple and semi-idiotic. The physicians set to work, removed by surgery the adenoid growth, cleared up the proper breathing channels and the pupils largely recovered from their stupid condition.

The eyesight of children is tested now in all schools, and some interesting facts have been developed. It is shown that nearsightedness increases steadily with the school grades, beginning with about 5 per cent. in the lowest grade and going to 18 or 20 in the upper grades. In many places it was discovered that over half the children had some affection of the eyes, more or less pronounced.

The same facts were developed by a study of curvature of the spine, in connection with hygienic school seats. In view of the fact that school children sit for hours, for days, for months, on hard, ill fitting benches, we are not surprised to have the physicians measuring those children in large numbers, tell us that a heavy percentage has developed curvature of the spine.

Similar experiments in regard to deafness have led to valuable information. So that nowadays a school teacher needs to know what physical handicap each child has in order to allow for it in the teaching.

A teacher recently remarked, "If I observe a child listless, inattentive, nervous or even obstinate, I first set it down to physical conditions, and I inquire how long the child sleeps at

nights, what sort of food he has and what are the cheering conditions of his home."

Col. Francis Parker, of the Chicago University, says when he was superintendent of schools of Quincy, Mass., a teacher brought him a pupil who was repeatedly inattentive, and who never remembered anything he was told. Col. Parker noticed the boy appeared not to listen to the conversation, and stood at the far end of the room and spoke to him in ordinary tones. The boy frowned and said, "What?" It was necessary to speak loud to him for him to understand. Col. Parker said to the teacher: "The child is slightly deaf and has not told you. He has not heard half of your instructions." By placing that boy on the front row, and remembering he heard badly, the teacher had no further trouble.

Nervous children are the source of much disorder in school. They cannot keep still, they must frequently leave the room and they cannot control their attention. The teacher at once classes them as mischievous, idle and inattentive. Frequently they are threatened with incipient St. Vitus dance. To confine such a child or to punish him corporally is little less than criminal. So there are simple tests that are suggested that give even an amateur some ideas of what is the exact condition. The best is that of having the hands held out in front, palms forward, or else spread out on a desk or table. If there is the least twitching of the fingers, that child needs a physician, open air, exercise, shorter hours, etc.

In other words, so far as physical child study is concerned, we could bear in mind the wise words of Dr. Hall: "What shall profit a child if he gain the whole world of knowledge and lose his health; or what shall a child give in exchange for his health?"

Studying children from the intellectual side of their lives, what a world opens to us—a child's world—but how full of things to interest a student.

A child has been long accredited with an abounding fancy, or imagination. This finds early vent in acts of imitation. He plays the occupation of later life. The serious work of life is beyond him. Physically and intellectually he is a weakling, and it is best for him to mature normally and slowly. He feels in him the stirrings of instincts and he casts about to find some

opening into the attractive activities that he sees going on. He feels the reverberation of the world's work that he inherits and he must express these feelings in his way. His blood tingles with the inheritance of great doings and he grasps that which is most dramatic. Not being able to act life, he must dramatize and play life. Therefore the child is an actor.

With the chairs in the nursery he builds railroads and trains, and is himself the engine, the conductor, the bell, or whatever has life or sound. Later he plays Indian, and indulges his savage instinct by wooden tomahawk and mud-painted face and scalps and murders cats and dogs. He plays at pirates, robbers and whatever else is highly dramatic.

The mother instinct stirs in the girl's heart and she turns to dolls, or the social instinct, and she plays at giving parties.

So a study of the natural plays of children show a great fancy for acting the real affairs of life.

Again a child, like a savage, knows things only by their appearance. Things are as they appear to be. They know not *seems*. Knowledge means discrimination, and the lack of it in the primitive minds confounds resemblance and identity. When a child looks at a mask he sees a veritable face. When he goes to a theater it is all real to him. A half grown boy, backward for his years, asked in good faith where they buried all the people who were killed in the theater.

You can see what avenues of educational thought are opened to the contemplation of the profession, this imitative play, and this credulity of things as they come, are considered. Children want to do things as their elders do—in their childish way. They see no good in books, which after all are mere written records of what man has done. They want to do it, rather than read about it. This could bring on a longer discussion than you care to listen to at this moment.

Turning to the moral side of child study we are perplexed by

1. The literal credulity of children.
2. Their strong and unexpected fancy.
3. The abstractness of the subject to be taught.
4. The unfortunate conditions for doing the teaching.

Mr. Earl Barnes in his studies on the attitude of children towards Theology, in October, 1902, comments upon the existing methods in Sunday school work.

"Only a fraction of our children attend the Sunday schools, and those who do are very badly taught. It is true that there are some marked exceptions, but on the whole it would be fair to say that the teaching in Sunday schools is on the plan of the teaching done in secular schools seventy-five years ago. The children meet in one large room, in the midst of endless confusion and distraction; for a parallel we would have to go to one of the old monitorial schools in England, or one of the Mohammedan Universities in Cairo. The little ones wear their unaccustomed finery, their new hats and sashes, gloves and parasols. Imagine teaching arithmetic to children thus arrayed!"

"At least nine-tenths, generally all, of the teachers are absolutely untrained; they are almost universally good and kind and respectable, but they have never considered carefully the way in which a child's mind works, and they are as unfitted for teaching as were the people who kept the dame schools of half a century ago.

"When we come to the curriculum and method the case is worse; there is little or no grading; at most in nine Sunday schools out of ten we have the primary class, the Sunday school proper and the Bible class for adults. Imagine a day school where all the children were taught the same thing."

Let this be, however. We may be doing the best our conditions allow, but the methods are far from ideal. It is to be feared that the contents of the child's mind in regard to religious matters is ignored, its holding capacity is not considered and its wayward fancy is not corrected. Besides they have ideas and questions quite beyond us to explain to them or even to ourselves.

"I do not know if Mother Nature made me," said the blind, deaf and dumb Helen Keller. "I think my mother got me from Heaven, but I do not know where that place is. I know that daisies and pansies come from seeds which have been put in the ground; but children do not grow out of the ground. I am sure I have never seen a child plant."

What answer can you give to a child who comes at you with problems like these: "How did the moon come in the sky? Why do we die? Why are things made to be killed? Who made the first fish egg? How was it made? Where did I come

from? When the first mother was a baby who was her mother?" These questions are beyond our answering, and we evade, apologize or confuse by framing an answer that is metaphorical and so based on traditions that we do not escape it.

A child asks, "Who made me?"
We answer, "God made you."
"What did He make me out of?"
"Out of the dust of the earth."
"Where did I come from?"
"You came from Heaven."
"Where is Heaven?"
"Heaven is up in the sky."

We have no other answers to give a child but these, and they are the first answers to the first questions, but the result is more or less startling to a child of a lively fancy. He has no recourse but his own experience, and so without irreverence he pictures the Almighty as a workman in clay living somewhere beyond the clouds fashioning human creatures "in His own image," and sending them to earth. This is practically what we tell him and his fancy does the rest.

So be it. Let it rest at that. He must have something in his mind. It is quite beyond him to think of omnipresence and omniscience or the many abstract and hard doctrines of our theology. Everything necessarily becomes concrete, limited, visual to a child. He cannot see things by metaphor. Suppose you should sing this verse some day in Sunday school, containing a most gruesome metaphor:

There is a fountain filled with blood
Drawn from Immanuel's veins,
And sinners plunged beneath that flood
Lose all their guilty stains.

If you question the pupils of ten years and note what they understand from that verse you will get some grotesque answers. Our songs abound in strong images anyway, and I have often wondered what the young child gathered from "Washed in the blood of the Lamb," "Nothing but the blood of Jesus," and songs that have similar and unexplained imagery.

Martin Luther understood children very well. He says they think of Heaven as a place where there will be eating and dancing, and rivers running with milk. He wrote the following

letter to his little son, and it is a fine bit of theological teaching:

"My Dear Little Boy—I know of a pretty garden, where are many children who have gold frocks, and gather nice apples and plums and cherries under the trees, and sing and dance and ride on pretty horses with gold bridles and silver saddles. I asked the man of the place whose the garden was, and who the children were. The gardener said, 'These are the children who pray and learn and are good.' Then I answered, 'I have also a son who is called Hans Luther; may he come to this garden and eat pears and apples and ride a little horse and play with the others?' The man said, 'If he says his prayers and learns, and is good he may come.' Then he showed me a smooth lawn in the garden laid out for dancing, and there are pipes and drums and cross bows hung. But it was still early and the children had not dined, and I could not wait for the dance, so I said I will go straight home and write all this to my little boy. But he has an Aunt Lena that he must bring with him. And the man said, 'So be it, go and write as you say.' Therefore, my dear little boy, learn and pray with a good heart and you will come to the garden together.

"Your loving father,

"**MARTIN LUTHER.**"

It seems to me this is a picture of Heaven quite in keeping with that dream by old John as he stood upon Patmos and looked into the pearly gates and saw the streets of gold, and the great white throne, and the multitudes of singers.

So after reading the temptation on the Mount, if a child thinks of the devil with horns and hoofs and a tail, we must let it go at that. It is that or nothing. He will correct himself later on and in his own good time. He will reject his own errors in his own time.

Remember what Paul wrote to the Corinthians: "When I was a child I spake as a child, I understood as a child, I thought as a child, but when I became a man I put away childish things."

It seems pretty clear from many investigations of child's mind on theological subjects that a child will accept anything he is told, however literal or wonderful, and that it is quite impossible to prevent his giving it a material or an anthropomor-

phic shape. Later on, say from ten to twelve years, comes a period of doubt of the accuracy of those material conceptions and images, and so the forms are translated into spiritual equivalents.

After twelve comes less and less demand for intellectual clearness, children accept things as unexplainable, as facts that are simply mysterious, and the religious life rests finally on emotional conditions and unquestioning faith.

If you should ask me what could be done in child study lines by Sunday school teachers collectively or individually, I should have to give answer that there is no set method of procedure. Up to this time the child students have begun anywhere and without any plan or any goal or any apparent end in view. They merely seek to find out what shape their teachings have assumed. For example, the study of the question, "What do you think God is like?" among the Boston children is summed by the students in the following statement:

"God is a big, perhaps a blue man, very often seen in the sky or in the clouds, in the church, or even in the street. He came in our gates, and comes to see us sometimes. He lives in a big palace or a big brick or stone house in the sky. He makes lamps, babies, dogs, trees, money, etc., and the angels work for Him. He looks like the priest, Froebel, papa, etc., and they like to look at him and a few would like to see God. He lights the stars so he can see to go on the sidewalk or into church."

This may not be valuable to a teacher. Some other studies could be in answer to such questions as:

"What do you think Heaven is like?"

"What do you admire in Moses?"

"What lesson in the Bible do you like the most, and why?"

"Why would you like to be like Christ?"

"What song do you like the best?"

"What will you do when you get to Heaven?"

These and more will reveal a child to himself and to his teacher. "There is no science of child study, there is merely a method, and many things have been found, but the classification is superficial and the deductions are uncertain and not always trustworthy. These facts as they are picked up are like the arrow heads and spear points, which the archaeologist treasures, until by their numbers and variety they at last flash into

relations and unities which singly they could give no hint of." All work in inductive science is superficial before it can be deep; we cannot take the second step first.

The best we can hope for is that we shall be more patient and long suffering with our children, and more forgiving of their crude ideas and rude behavior. We get down to their level and adjust the focus of our own lens to their limited field, and give it the same magnifying power. We then understand why it is wise to play with our own children, to hunt and fish with our own boys, and take our girls to parties. A boy rarely goes wrong whose best friend is his father. A girl rarely misses life whose confidant is her mother. When Froebel said, "Come, let us live with our children," he did not mean dwell in the same house, but he meant to enter into their lives and to live for a while as our children. And this may have been in the mind of the Great Master when He gave us these to think over:

"Whosoever shall not receive the kingdom of God as a little child, shall in nowise enter therein." S. Luke, 18:16.

"Except ye be converted and become as little children, ye shall not enter into the kingdom of Heaven." S. Matt. 18:12.

CHILD STUDY AND PRIMARY METHODS.

MISS MAUD SCHWALMEYER, Bartow, Fla.

These are two worn out phrases. Each to a certain extent exhausted by speakers and writers, and yet they form the basis of every plan for elementary education. By many teachers child study is regarded as "just another fad." Suppose it is. Fads have their uses as well as abuses. They indicate that a change has been necessary. When the high tide of blind enthusiasm for the new has been reached, we are enabled to look back and slowly regain the channel of the normal current. And when we do reach the medial line we have retained some of the old, and gathered some new material. But child study

is not a fad. It is the outgrowth of the efforts of our leading educators to establish education as a science and teaching as an art.

Child study is related to only two sections of school work—the study of Pedagogy and Psychology, and the practical application of those truths in elementary grades. In speaking of this latter relation, let us look at a few fundamental laws that have been discovered, and see how they have advanced the elementary work, and note the effect of these laws on some of our present methods.

We have learned the characteristic ages of children, not in numbers of years, but in stages, as where association, memory, imitation, etc., is strongest. Of course a knowledge of these laws should enable our modern teacher to present subjects in such a way as to gain the best results.

Let us begin with form study. All representation is made on six geometrical forms. This knowledge, coupled with the known childish joy of creating or representing things in everyday life, is used in the first steps of the study of symbols. If these form lessons are connected with the early lessons of the reader by the law of association, a child learns a whole word in the same time and with the same effort required to learn a single letter. Hence we have the successful word method in print and script.

Again we find assistance in the law of memory, or age of the great plasticity of the mind. Children enter the school room with the mind ready and anxious to "take in" all the material impressions at hand. So this is the time for memorizing a vast amount of matter that must be in store, and that can be easily classified for application when the time comes for analytical and synthetical reasoning. This is the time, then, for oral spelling, pure number combinations and for memorizing many pieces of good literature.

Again, we find that development is promoted by activity, or expression. So in the early years is the period when some hand work or action should follow every oral lesson.

Four years of effort, based on the truths of child study, given to the study of form, reading, number and writing, and your youth is educated. He is ready then for what comes after in culture or in specialization. But has this knowledge and these methods given the promised results?

The restlessness that pervades all school people makes us suspicion that we are not getting or giving the best. Seeing that our pupils are totally unable to "go alone" for any distance in a subject, and the fact that many of our high schools have a period for spelling and arithmetic compels us to admit in some respects "failure." Now, let us try to find the trouble—and we are privileged to go right into the school room in the search.

Of course you have heard the cry, "Too much! Too much!" Too much—where? In the vital study of reading it has been proved that the pupil can learn a word as easily as a letter. Did we build strong on that? No. As soon as we found that to be true we gave a sentence instead of a word. And before we took breath from that jump we went at once to the expression of the sentence, until for sometime our primary teachers have been attempting to teach elocution from the first lesson, instead of "word recognition" and the "spirit of the word," which is reading.

In our intense effort to fasten the unknown to the known we have devised the way of teaching number with objects, which we know to a certain extent is helpful. But instead of having the pupils see the combination, *and then learn it*, and then learn the easy and familiar combinations—why, we must have all fundamental operations worked out as soon as we reach "6," and these not only worked out with objects, but the signs of addition, subtraction, multiplication and division, and the fractional parts and the decimal form given. In the meantime we have lost sight of the fact that one principle thoroughly learned gives power to learn another. Now we must have objects, combinations and applications, but the only way to get the multiplication table is to learn it, and little children can learn several tables while they are moving objects around and learning combinations of "6" and the signs expressing all of them.

Again, instead of filling the mind of the little children with beautiful things in the text that are found in the writings of many of our best authors, we have boiled down all mythology and nearly all of the English classics in simple prose for the children, until little is left for them in the original, except "Paradise Lost." When primary curricula contain biology,

chemistry, ethics, hygiene, evolution, astronomy, history, manual arts, mythology, music, art, etc., there is a direct violation of the law of "stimulus through newness or curiosity," and takes away the interest that should be excited when a text book of a new subject is taken up.

These are perhaps strong things to say, but I dare to say them because I know they are true. One of our needs is fewer subjects, less ground covered, but with a more thorough knowledge of handling principles. "Not many things," but "much," should be our school room motto. Child study has given the right laws, but the disobedience of same and the warping of others have put many flaws into our system.

In the beginning I said that these are worn out phrases. So much has been written, read and spoken that many teachers are tired of the sounds. Of course they are. For while this is all right theoretically, you of the higher work do not believe a single word of it practically, for, with rare exceptions, you will not honor primary teachers either professionally or financially as those in the higher work.

Do not tell us that the primary teacher lays the foundation. It is not the foundation, but the warp in the fabric of life that is made in the primary work. And if the warp is defective it will not hold your woven threads of science, mathematics, history, truth, honor and patriotism. And, however you work, the pattern will not be perfect or true.

A PRINCIPLE OF INTERPRETATION.

PROFESSOR E. FRED EBY. Baylor University, Waco, Texas.

The study of the development of children, the last born of the sciences, in many respects, is the sport of the family. Without a commonly accepted title, and without a definitely delimited field for research in its own right, it is very much of an outcast. The very origin of the subject is in dispute; whether it be the offspring of education, of biology, or of psy-

chology and physiology is unsettled; for each of them has put forward its own peculiar claim to the honor. The facts, too, which it employs are not its own, for they come from a variety of older and better established sciences whose fields have been successively invaded by the so-called child study. Psychology, biology, anatomy, physiology and anthropology have all been valuable contributors to the materials which this new science attempts to organize for the light they throw upon the delicate processes and intricacies of human development.

What impresses one most forcibly and chiefly, when he turns his attention to the study of child life, is certainly its immeasurable vigor, its widespread popularity, and the enormous volume of materials on every phase of the subject produced in so short a space of time. But while the harvesting of crude facts has been abundant, and the gathering of raw materials is massive in its bare proportions, one seeks in vain for the general interpretation of these bulky details in principles and laws of science. Raw facts, however numerous and exact, cannot produce a science. The devotees of child-study vie with one another in an admirable and legitimate struggle to be the first to enter some novel and remote region of the subject. They seem to feel that the highest achievement consists in opening up some minute and unworked phase of the problem, and to assemble the largest mass of undigested stores. That all this work is valuable no one will doubt, but that it is not science is equally true.

Some one may object, with a plausible degree of justification, that the psychologic moment has not been reached when child-study can undertake the highly difficult task of systematizing, interpreting, comparing, and generalizing the data at its disposal. A large accumulation of knowledge, and a certain degree of self-confidence, we might even say self-consciousness on the part of the study itself, is pre-requisite to such a scientific and interpretational treatment. Furthermore, the dangers from hasty generalization are not to be lightly disregarded. But on the other hand may there not be even greater dangers from delaying too long to formulate the essential problems of an inchoate science, and to order and interpret its data? To continue to amass facts and details, without insight into their comparative value and relations, leaves them scattered and useless for practical purposes. The falling of an apple was the fortunate inci-

dent to set in operation processes in the brain and mind of a physical philosopher which released to us the world unifying concept of gravitation. But how absurdly useless it would have been for Newton to have worn out his days rushing about the earth pursuing observations and making records of the peculiarities of every falling object. The channel to science is not by the mere accumulation of unrelated facts, but by harmonizing and systematizing the data through an explanation of their inner unity and relationship.

The most noteworthy attempt to construct a general theory of human development comes from biological science, commonly termed the recapitulation theory. By this it is understood, in simple terms, that the development of function in the individual life tends to repeat the course which the race has passed through as a whole. In more strictly scientific terms, the ontogenetic series in the evolution of the individual parallels the phylogenetic series. Students of child-study are well aware of the modifications of this theory which have been suggested by Professor J. Mark Baldwin; he has particularly emphasized the points wherein the ontogenetic series diverges from the racial series. The individual does not strictly repeat the progress of the race, but in many cases short cuts the process, and thus eliminates many of the unnecessary and peculiar features of racial development. Accepting all this as the proper and truthful view of the matter just as far as any balanced mind can go, the fact remains indisputable that the genetic concept as seen in the recapitulation theory is largely barren of results either of a theoretical or practical character. The theory has led us scarcely a step further than itself into the solution of new problems regarding growth, nor has it met with pronounced success in its application to education. A vague suggestiveness and imaginative interest it has, but that is all. The course followed by the development of the race can never be known at first hand. What little we can conjecture of it comes from sources too meagre and unreliable for scientific purposes in relation to the development of the child. Furthermore it is impossible to make any inferences except of a very general character, from the known changes in the child to the unknown processes in the racial development. And, at any rate, such backward reference is not what the friends of this theory desire.

It is scarcely necessary for me to state that this is no attempt

to cast doubt on the general hypothesis of evolution with which the recapitulation theory is connected. I assume to the very fullest extent this fruitful general principle. Even the recapitulation concept itself I accept as a general theory, but am convinced that it must remain a barren principle so far as the explanation of human development is concerned.

In an address before the Illinois Society of Child-Study several years ago Dr. John Dewey suggested a principle of interpretation for child growth, which, while it may not claim the dignity of a general theory, has many advantages as a method of connecting the complex data. The problem, he states, is "the question whether any continuous function of a typical character can be detected and traced, in its growing differentiations and ramifications, amid all the diversity of phenomena which the infant life exhibits. As a working hypothesis," he continues, "I state that the principle of co-ordination or of sensori-motor action supplies us with just such a centralizing principle—a principle which can be employed equally well on the physiological and psychological side. In popular language this unit is an act, whether of greater or less complexity." Dr. Dewey then continues to show how on the physical and psychological sides a series of acts, or sensori-motor adjustments take place of ever increasing complexity, the one superimposed on the other, and these acts bring about the co-ordination of the nervous centers and the development of functions. In the life of the infant the first areas to develop are the sensory centers in complete isolation the one from the other. "But as each of these functions reaches something like adequate operation and thus becomes a habit, it ceases to operate in this isolated way. The stress of activity is now transferred to the elaboration of larger and more comprehensible co-ordinations into which two or more of the established habits enter as subordinate and contributing factors. That which had been an end in itself now becomes a means, in co-operation with others, to reach a larger end. As soon as a function is formed it normally must become at once a habit, or instrument for further use and application. To attempt to maintain it at its isolated culmination means deterioration, not perfection."

Such, in brief, is the theory proposed by Dr. Dewey. Each act is an adjustment of the entire organism to environing conditions. The act develops a function and then, by a process of

increasing co-ordinations of the already perfected functions into higher and higher complex unities, the development of life takes place.

The conception of this author seems to me a most important mode of interpretation of the growth process. It may appear slightly mechanical but I would not attempt to criticize it, and all I wish to do is to emphasize one of the factors of the "act" which seems to me fundamental and essential in its character. In a word, it appears to me that the act itself is not the mechanical result of the stimulation coming from the environment in the adjustment of the organism, but must rather be looked upon as impulsive in its origin. The chief factor in the evolution of the life is not the adjustment as externally necessitated but rather the internal and psychic principle which seeks to appropriate the environment to its own needs. The development of the child is due to an organic will which sometimes as mere impulse, and sometimes as conscious desire is the antecedent agency in the growth of every function. This organic will has been more or less brought into adjustment and harmony with its environment by the principle of natural selection operating in the development of the race.

In order that the case may be clearly stated we may commence to study a few examples. Let us choose first of all an example of an acquired function, or habit of action, which has been distinctly and undeniably the result of conscious volition. Let it be the acquirement of a capacity of manipulating the keys of a piano so as to produce a musical composition. First, it is absolutely essential, be the individual a musical genius or not, that there be present in the mind a sufficient desire and intention to acquire this ability. This desire initiates a series of volitional movements, which, if persisted in sufficiently often, become ingrained in the nervous system as habits of discharge. The process of acquiring secondary automatic activities is too familiar to require detailed explanation for those who are acquainted with the elements of psychological science. But the point at issue is clear enough; unless there were a sufficiently strong and permanent desire and purpose as the center of the volitional movement to overcome the inertia of the organism there would never have taken place the organization of this acquired power.

In this example there can be no question of the truth of the principle that has been stated. Leaving aside all metaphysical

tangles regarding the relation of the mental process to the physical movement, it is plain to common sense that the psychical desire for the function was the first and essential element. But let us consider an example of action more remote from ordinary consciousness and experience, and nearer to where actions shade off into the unconscious and unintended. The example to which I invite your attention is the acquirement of the ability to creep. Generally, in normal children, this will show itself early in the second year of life. The child has learned to distinguish objects, and especially does he show a keen discrimination for all articles of food. About the same time teething begins, and the infant feels an insatiable tendency and impulse toward thrusting every object into his mouth. He has acquired some elementary sense of distance, especially of things within reach. When the object is beyond his reaching distance his inability to secure it will cause a general excitement that radiates throughout the entire body. He struggles to get to the object and in this struggle there are seen the stretching and wriggling of every member. At first the object, if gained at all, is apprehended by some movement that was merely a fortunate accident. This first experience leads to repeated attempts of a similar character until finally the child learns by experience that certain movements will lead him to the desired end. He selects these fortunate movements and the general squirming movements are gradually sloughed off. The child has learned to crawl or creep. Stimulated by the sight of an object, and impelled by a powerful desire to enjoy it he acquired the ability to control his limbs, and make the appropriate movements that brought him to the object. To start with, however, the entire function grew from an accidental adjustment.

In many cases the child finds that he can secure the exciting object by rolling over and over, or by creeping backward. Which method of locomotion shall be developed is dependent upon the first movements that are successful. But in all these cases the exciting cause is the same; some concrete object, identified with the self in desire, has stimulated the actions of the child, and accident, or instinct, has led to the adoption of the peculiar mode which the child has acquired.

That the same course of development can be shown in walking, and other instinctive activities of early childhood can be easily shown. The psychology that looks upon the acquirement

of these functions as purely a physiological matter is greatly in error. It is conceived by many that walking is a pure and definitely organized instinct which ripens apart, and out of connection with the conscious volitional life. This view of the matter overlooks many of the most important facts in connection with the walking process. Walking comes from and follows the development, in the child, of desires for objects in his environment. In nearly every case, if not in all, numerous movements of the limbs have been indulged in for strengthening the limbs and the feet anticipatory to the walking. The kicking of young infants, and the instinctive patting of the feet by young mothers which Froebel has noted, and later, the exercises of standing on the feet and jumping up and down, are all preparing the muscles for the work of walking. But who will deny that even these exercises are provoked in the infant by inner psychic impulses. They not only stimulate the organism to develop along these lines, but they combine with the desire, which has been increasing, to secure objects at a distance. The child is also largely incited by the growing passion for imitating others. Thus we see that the walking reflex is produced by the psychic impulse of the infant to get about more rapidly, to climb up and down, and to do what he sees others doing.

If time permitted we could show that the same course from impulse to the formation of habit holds for purely instinctive actions. It also holds for the acquisition of speech. However complex a function may be, or however simple, the fact that they are all expressions of a concrete organic will in relation to life conditions is the most fundamental conception we are capable of reaching.

We have now observed that this principle of the psychic origin of functions is true of the growth of a purely acquired function toward which the individual has no instinctive promptings, which cannot, in any sense, be inherited. We have seen that this is equally true of cases where the functions has an instinctive basis, more or less definitely organized. Can the proposition be maintained for the acquirement of a habit of reacting which is not at all instinctive, and which is performed long before conscious volition is present? Can a case be shown where a blind impulsiveness, leading to a pleasurable sensation felt by the infant, brings him to form a habit of acting in a very definite way to a definite end, where he knows nothing of the

movement, and long before the intellective or cognitive life has awakened. I am convinced that such cases are possible and common. The example which I wish to place before you is the ordinary habit of infants of thrusting the thumb into the mouth. This performance is often observable in the first week of life, and can scarcely be maintained to be instinctive.

During the first few days of life the infant throws his arms about in a purely aimless manner from mere impulsiveness. By a happy accident his thumb is thrust into the mouth a first time. The movement is wholly impulsive, wholly accidental. Once the thumb comes into contact with the lips and tongue the sucking reflex is set vigorously in motion, and the infant experiences a peculiar satisfaction, of whose source he is totally unconscious. If the thumb is withdrawn by another the child is incapable of replacing it. I have the following interesting record of my infant boy, and I prefer to quote it in the language of the date at which it was made: "I observed the little fellow yesterday (the eighth day of life) as he lay quietly on the bed. He was sucking his thumb, which he loves greatly. I took it from him and watched his efforts to restore the lost pleasure. (I may add, parenthetically, that this was not the first occasion. How early it began I do not know definitely, but evidently the fifth or sixth day. In many it is earlier than this.) When the thumb was withdrawn he showed signs of great general uneasiness, and expressed it chiefly by throwing his arms about in wild bizarre movements. Usually they had a tendency toward the head, but not always. Several times the thumb or fingers came so close to the mouth that I thought that now he would surely succeed. On one occasion his fingers actually went into his mouth, but he was not satisfied, and did not suck them. He worked away, however, persistently, until, after a little over half a dozen trials, he succeeded in getting his thumb into his mouth and immediately began to suck it vigorously." On the forty-fifth day he still experienced some slight difficulty in performing the movement. Two weeks later all difficulty had entirely disappeared. He could then thrust his thumb into his mouth with the directness and accuracy of an adult.

Here, then, is an adjustment performed, a habit acquired under the blindest impulsion and yearning during the first few days of life, when consciousness of a most elementary sort, but

no cognition is present. A peculiar satisfaction of a fleeting character resulted from an accidental act, itself impulsive in origin. Some trace of the pleasurable feeling lingered as a memory, enough to make the impulse in that direction stronger. Gradually the movement became more and more definite and fixed in the nervous mechanism. We can scarcely say that it passed over into a volitional act at any point in its progress toward the automatic level.

Thus we see that in all these cases where nerve connections and co-ordinations are formed and ripened, where habits of movement, whether simple or complex, are built up in the nervous tissue, the uniform antecedent in each one is some form of psychic impulse, or desire, an elementary sort of will. Intelligence is not merely unessential, it is, up to a certain point, unnecessary. The presence of an organic will expressing itself in a concrete way in response to the environment is the fundamental and original factor in the development of the life functions.

This conception is by no means new. Professors Paulsen and Wundt, two of the most distinguished psychologists of Germany, have advocated it strongly. They assert that all organic activities are originally acts of will. "Organisms," says Paulsen, in his Introduction to Philosophy, "are nothing but congealed volitional actions." They recognize will in the form of "purposive impulse" as the only absolute precondition to any and all evolution. But time does not permit a discussion of this conception in its scientific and philosophic aspects. We must forego also the discussion of its operation in the higher intellectual and moral life. We wish in closing, however, to refer briefly to the theoretical and practical value of this view.

In the first place we cannot assert that it has solved all the problems of child-study. It merely attempts to state a general principle of interpretation. It is a point of focus for the many unrelated details of development which are generally listed under such headings as sensation, cognition, etc. It shows us the development as a unified process and thus avoids many of the pitfalls of separating the various functions. Again it places the causal antecedent of all formations of functions squarely in the mental sphere where it rightly belongs. In this way development as a spiritual progression and evolution is made

intelligible and acceptable to thought. Development is not a mechanical and necessary unfolding, but a free and spiritual aspiration and realization.

That such a theory meets many of the sorest needs of child-study is readily observable. It exhibits some continuous function undergoing alteration throughout the whole life, from the most insignificant physical adjustment to the highest moral and spiritual functions and actions. Moreover it is a principle which relates equally well to the physical sphere, on the one side, and the mental and moral on the other. In each new development of the child from the beginning of life to complete maturity we see this organic concrete will at once adapting itself to the environment, but also, owing to its own immanent energy overcoming the environment.

This view will serve as a capital principle of investigation. It leads us to look for something definite. Each new process of development is seen in relation at once to the past development, and to the environment with which it connects. The investigator can thus follow the evolution of the child organism as a continuous and constantly related series of changes. In a word we are enabled to introduce into child life the scientific category of causality. We observe how one desire, issuing in action and its function established, gives birth to another, a higher desire, and a new and more complex function in turn is formed. In this manner function is engrafted or superimposed upon function, and the will in desire, and ideals, grows in power, organization and complexity.

If this idea is fruitful as a focusing point in relating the many-sided and changeable phenomena of child life, it is even more important as a foundation law for pedagogical theory and practice. While Kant was teaching the modern mind the primary of the will in Practical Reason over Pure Reason, Rousseau was emphasizing the value of desire; Herbart, interest; and Pestalozzi the essential function of the will in practical life. Finally Froebel put in the keystone of the pedagogical arch by announcing the unifying principle of self-activity as the only true basis for development and education. Thus the will, working through impulse, desires and ideals, is the primal thing in all true education. The stimulation, guidance and organization of the concrete will of the child is the first duty of

the teacher. Without this all instruction will be vain and injurious, and tends to the dis-articulation of the mental organs, resulting in the greatest dangers to the soul. The child is no passive vessel waiting for the instructor to fill him. Nor is the teacher in the presence of an organism which grows in a mere mechanical manner, which he can neither understand nor influence. But it is possible for every teacher, who will study the native interests, the desires and ripening ideals of the child, to guide his will, inspire his spiritual activity and lead him to the divinest altitudes of human personality. This is the meaning of Plato when he defines education in these terms: "That which leads you always to hate what you ought to hate, and love what you ought to love, from the beginning to the end, may be separated off; and, in my view, will be rightly called education." Educated in this manner the child will at length become conscious of the ideal within and will join in the song of the poet:

"Build thee more stately mansions, O my soul,
As the swift seasons roll
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea."

DEPARTMENT OF NORMAL INSTRUCTION.

At Court House, Corner Market and Forsyth Streets.

President—Prof. T. J. Woofter, University of Georgia.

Vice-President—Miss Agnes Morris, Louisiana State Normal School.

Secretary—Dr. Charles E. Little, Peabody College for Teachers.

One session, December 30, 3:30 p. m.

SECRETARY'S MINUTES.

A small but interested group was present when the president of this department called for order at 3:30.

The presidential address was delivered by Prof. T. J. Woofter. Principal H. E. Bennett read the leading paper of the session.

The discussion opened with a short paper by Dr. Charles E. Little, followed by Prof. M. M. Parks, of the Girls' Normal and Industrial School, Milledgeville, Ga., and by Dr. Charles A. McMurry, of the State Normal School, DeKalb, Ill.

The election of officers resulted in the retention of the old corps, as above.

PRESIDENT'S ADDRESS.

PROF. T. J. WOOFTER, University of Georgia.

The subject for our consideration this afternoon is, "Recent Educational Movements, Their Demands on Southern Institutions Educating Teachers." It is the main intention to stress the demands on these institutions from the standpoint of teacher equipment. The term teacher equipment is used rather than the more common one, teacher training, for recent developments carry us beyond the idea of mere training in the art.

We have to do with the making of teachers in the broadest sense, and hence to do with not only normal schools, but also with colleges and universities, for these latter necessarily furnish many of our most scholarly teachers, perhaps most of our leaders in educational thought.

Before introducing the principal speakers, perhaps it may be fitting to mention some of the recent educational tendencies.

Man has ever attempted to realize through education his own philosophy of life. His own ideals he would have as educa-

tional aims giving direction to educational practices. A man who is an ascetic, who believes that life is "a wail between two abysses of nothingness," or that man is a poor worm of the dust and all flesh of the devil, will probably crush out all joyousness in his school and color every lesson with his own ideals. Early Christian ideals led to the discarding of Pagan learning, Pagan philosophy, Pagan civilization, and to the attempt to formulate an education to suit the dogmas of the dark ages.

The celebrated New England Primer, mostly full of catechism and creed, would embody the ideals of the stern, religious world of the Puritans. And similarly we today are merely trying to work out through our schools our own ideals, not only our far-reaching philosophic ideals but often our hobbies and fads. These make up our aims and thus give direction to our method. These ideals have come down to us in part from the past, some from the early Christians, some from the classic rule of humanism, some from later days, and the result is, we have a diversity of aims.

Some of these may be mentioned as typical.

1. One of the oldest, yet one of the most prevalent, may be called the doctrine of acquisition. This doctrine holds knowledge to be the end or aim, hence the process of education is one of knowledge-getting. At every point the test is, what do you know, what do you know? The child is passed up on what he knows and the teacher is given his license on the basis of what he knows. Recent tendencies condemn this old ideal of the "Three Rs," yet our practice still lingers.

2. Another and somewhat divergent aim is the "Educere" one, the leading out or development aim. According to this view, the mind of the child must be unfolded so that all its faculties may be spread out to light, as the bud should be brought to flower, in order that the purpose of its creation may be fully realized. This unfolding of innate faculties is the conception of education running through the doctrines of Froebel and his followers.

3. Akin to this development theory is another which has been probably most conspicuous, and which may be called the Disciplinary ideal. Men who champion this doctrine seem to hold that the human mind has in embryo certain powers or

faculties and in the school these must be exercised, stimulated to activity, in a word *disciplined*, in order to develop power and efficiency. Many pedagogical writers and thinkers have held to this view. Their claim is that if, in school, memory is exercised vigorously, memory power is acquired which may be put to good account all through life. Or, again, if the pupil will reason through the arithmetic and the grammar he will thus generate ability to reason through whatever he attacks later in life, on the principle that good reasoning in cube root or in syntax will give skill in reasoning in everything. Studies are considered as disciplines by which power may be developed.

According to this view, mind is mind, the same throughout because fitted with the same assortment of faculties, differing possibly only in degree at certain ages, otherwise the boy is a little man, his mind a little mind, in everything but size the same as that of the adult.

4. Another view rather the opposite of the last may be called the Utilitarian ideal, or the so-called "bread-and-butter" ideal. The earning of one's daily bread, the surrounding of one's self with material comforts of life. These comforts are held to constitute the main aim of life. This is the outgrowth of commercial ideals; it is commercialism passed into education just as the catechism and creed were put in by the Puritans. And yet we are coming more and more to a higher view of life—"that life is more than meat and the body more than raiment."

We cannot discard all these, neither can we accept them fully today. The tendency is to reconcile the good points of all in the more comprehensive aim, realization of self, the perfect moral character.

We may call this the ethical ideal. But the tendency to-day is, not to be satisfied with a mere philosophical ideal as an abstract generalization. Education is reaching out into the fields of biology, psychology, history, into all manifestations of life and growth for data rapidly taking shape as a comprehensive science of education.

The idea of things as static, fixed, unchanging, formerly ruled in every field of thought.

The modern conception is of things as dynamic, a growing process, that everything now in existence has had a long line of ancestry. This idea of things as dynamic has led to a modern

conception of the mind as a growth process. We have come to realize that there is a vital connection between the human mind and the animal mind, and that mind everywhere in the universe is connected by bonds of relationship. We see, then, that the individual mind is not a thing apart from itself, but functioning with reference to other minds, with reference to the social life about it. This gives the idea that the human mind is a product of ages of effort on the part of the race, as developed in an environment which is social as well as physical, the social factor being the most potent. This calls especial attention to the doctrine that the child repeats the racial order of development, and lives through the important racial epochs of progress. If so, here is a cue to a study of child development historically, also a cue as to proper material to select for child culture at different ages.

Here we have opened up two great lines of study, which are contributing rapidly to education as a science: (1) the nature of the child; (2) the material of the curriculum.

The tendency is to make the child the center of the whole scheme of education; to demand that the teacher teach not *arithmetic*, not *grammar*, but the *child*.

Direct observations, experiments, statistical investigations carried on with somewhat of the exactness of scientific method, are throwing floods of light on mental development.

The causes which favor the growth or decay of human societies become more obvious and more the subject of scientific investigation. And Rousseau is being justified in his claim that childhood has its place in the order of humanity as manhood has its place.

Through an experimental study of mind the appeal to one side of mind only, the intellect, is giving way to an attempt to reach the emotional and expressive sides. This attempt strengthens the hold of the ethical ideal, or moral education as the highest aim.

Along the other line of study, much might be said as to tendencies. There is a tendency to cut away from the old curriculum and to substitute material almost entirely modern.

The ghost of Herbert Spencer stalks abroad in the living, squirming, kicking question, "What knowledge is of most

worth?" The education through books alone is giving way to one using nature and the living active world more and more.

Yet we are slowly, too slowly escaping the traditional. Our education is in practice too narrowly intellectual and not related to life. Commercial and industrial interests are making their demands in no uncertain tones. The child must be put in possession of his wonderful institutional inheritance. The time is ripe for a readjustment of culture material to the sequence stages of development. Cases of arrested development must be eliminated. The physical and the moral man are yet to find their true place in our development.

But time will not permit me to go further into the enumeration of the modern educational movements. I am in danger of trespassing on the field of the principal speakers who are to follow. But it must be clear to you all that education to-day is rapidly changing in nature and practice. There is then a loud call on the normal schools for more teachers and better trained teachers. There is also a recognition of the claim that the normal school cannot meet the whole situation. The broader scholarship of the college and university must be drawn into the work and there is a call on these institutions to contribute active and constructive thinkers and leaders. These institutions in the South are beginning to respond through chairs of pedagogy.

There is still another call which is for a great college of education in the South, one of high and unique order, a center of pedagogical study and investigation, a source of originality, an educational clearing house for new pedagogical ideas. This we hope to have through the Peabody Board of Trust and the General Education Board.

The nature of these respective calls is to be the subject of discussion to which you are now invited.

This discussion will be opened by a representative of the normal schools, Principal H. E. Bennet of the Florida State Normal School.

THE DEMANDS OF RECENT EDUCATIONAL MOVEMENTS ON SOUTHERN SCHOOLS
FOR TEACHERS.

PRINCIPAL H. E. BENNETT, State Normal School, DeFuniak Springs,
Florida.

In a preliminary view the first step necessary is to discriminate between what may be termed agitations and the real educational movements. The latter almost invariably have their origin in the former. No fact is more significant to those who are looking ahead to a brighter educational day than that agitations and campaigns are the essential means by which nearly every such movement acquires its momentum. The work of the Southern and the General Educational Boards, their conferences, and the numerous educational campaigns recently conducted throughout the South are of incalculable value in educational progress, but only as their effects can be seen in the school rooms or at the polls do they become educational movements as I shall use the term.

Growth of general interest in popular education is a comprehensive characterization of the most essential recent educational progress. An evidence of this interest is apparent in the extensive space now given in the periodical press to educational problems and events. A gathering like this commands much attention through the publicity given it by the magazines and daily papers. Interest in educational questions has invaded even the domain of non-educational politics: Chief executives in Southern States are now said to bear the title "educational governor" as proudly as in the past they have been known as "war governors." The best reflection of the prejudices of the masses is to be found in the speeches of politicians, and the glorious day has come when politicians talk schools on the stump.

A few years ago the public school was yet considered in some sections as close akin to the poor house. Today the term "pauper school" has become obsolete and a progressive town has no greater matter of public pride than its public school.

The youngest of us can remember when the average Southern farmer regarded a four or five mill tax for schools as "confiscation," the whole system was spoken of as a form of paternalism or communism and the education of the negro as little less than robbery and treason.

Now there is a general willingness in all but the most benighted sections to vote and pay a liberal tax for the education of every citizen, black or white. Candidates are elected now on the platform of better schools. Legislators find that the "watch dog of the treasury" pose is not so effective in winning popularity among the constituency as that of "progress through the education of our children." A governor who feels compelled, on constitutional grounds, to veto large appropriations for schools finds, to his dismay, that the people are more interested in the advancement of their institutions for education than in the exact wording of their fundamental law. The last legislature of this State submitted seven constitutional amendments to the people for ratification; the only one adopted is a provision for an increase of 40 per cent. in the county levy for public schools. Not many years ago a few communities in this State paid four mills for schools grudgingly; now most communities pay eleven mills gladly and are seeking to issue bonds besides.

Five years ago more than three-fourths of the property of a typical frontier county of this State was owned by non-residents. The residents had all the votes, received all the direct benefits of the schools and paid perhaps one-fifth of the cost. Many voters average five or six educable children each and about one dollar and a half annually of school tax. They persistently voted to keep the school tax at the lowest constitutional limit. The longest term of school in the county was four months, and the highest salaried teacher received \$25. Then the educational movement reached them. Now they have the full limit of school tax levy, local taxes in the important districts, longer terms everywhere, a good county high school with a normal graduate in charge, and a superintendent at the head of affairs who was banished from politics eight years ago for inducing the county board to build one good school house.

The rapidly increasing valuation of taxable property combines with the general assessment of higher millage to make the matter of school finances one of such dignity and importance in public affairs as to command the deference and respect

of even those who can find no intrinsic interest in the questions of education.

Some of the specific forms of the educational movements in which this general interest is manifesting itself, in addition to and largely as the result of the more liberal taxation and appropriation for schools, may be enumerated. The provisions for the various universities, colleges and technical institutions, including normal schools, have been generally liberal and wisely bestowed with the result that there has been a marked increase in their attendance and usefulness. Here and there, by the adoption of state and county courses of study and the securing of more effective supervision, decided advance has been made toward the more perfect organization of the systems of common schools, resulting in a larger proportion of the educable youth being enrolled and better instruction being given them. Systems of high school are being organized and encouraged (in this State by a special appropriation of \$50,000 annually), thus enabling them in an effective manner to accomplish their three-fold function—affording the means of preparing for college, furnishing a practical education for adolescence, and giving form and standard to instruction in the lower grades.

Probably the most characteristic and doubtless the most important of the movements that are getting under way is that by which the conditions of rural schools are being revolutionized, their consolidation and the attendant advantages, including school libraries, school gardens, and the introduction of manual training, domestic sciences, etc.

The tendency toward general adoption of text book uniformity, I am at a loss whether to designate as a movement or as a mere disturbance, or whether it is more an educational or commercial question.

Among educators the most significant movements appear to be toward a newer and more rational view of educational aims. They have deserted largely the old vague notion that education is for "discipline" and for "general development," using these terms not in the clear, scientific sense but as a sort of relic of scholasticism or cover of ignorance. On the other hand they have turned from the narrowly "practical" view of education as a short cut to dollars and cents—usually affording the child

neither sense nor dollars. Between these extremes we are meeting on the true middle ground of education as a rational preparation for the highest activities of this life, not forgetting the life beyond, but seeking it through perfection here.

Educators have about agreed that the public schools may be expected to play a definite part in social development, that there is definite meaning, or should be, for the inclusion of any given subject in the school curriculum, that each academic ingredient entering into the educational combination makes for a definite quality in the educated product.

The secret of the recent popular interest in education is that the hope of the Southern people has turned to the schools for its fulfilment. We have seen that in modern life no tribute can be levied upon nations or peoples except the tribute which industrial dependence must ever pay to greater productive capacity. We have learned that the power and skill for producing things useful in the life of mankind is the divine right by which modern kings rule. The ability to manipulate the materials of their environment is the power by which nations and princes of industries levy tribute upon subject peoples, and this is true whether the materials of the environment which are utilized for their profit be oil, iron, earth, or men and women. And so in modern life people have turned from putting their hope in prowess at arms, in aristocratic lineage, or in racial superiority to knowledge, which is the foundation of financial, political, intellectual and social supremacy.

The splendid educational movements of recent years are the deep revolutionary changes through which the mind of an entire people has gone. The eyes of America are turned upon what some are pleased to call the "Southern problem." As if in ante-mortem diagnosis they hold wordy consultation upon the problems of political ossification, industrial reorganization and racial segregation. With unerring judgment the people of the South are putting their faith in popular education as the solution of these problems. The whole Southern question is a question of education—just the same question which faces every people that expects the next generation to do more than they have done, to be more than they have been.

If, then, the educational movements in the South are fundamental and far reaching, if they have to do with laying the

very corner-stone and foundation of that beautiful structure, the New South, toward which the hopes and the hearts of us all are turned, it is of incalculable importance that those who have influence in the directing of these educational movements and whose energies are to contribute to their impetus should see clearly where and how each can apply his force most effectively.

If the hope of the South is in its schools, we must see that that hope does not fail. If "everything in the South waits upon the general education of the people," we must see that it waits not in vain. If there is no better investment open to the people of this section than in its schools, educators must see that this investment produces sure and abundant returns.

As I see it, the part of the normal school can and should be a determining one. From its classes come those who will direct the movement in education; not necessarily its university presidents, nor its college professors, who teach things to men and women, but those who develop men and women from crude material by manipulating it through the processes called arithmetic and language and history—the public school teachers who are molding the future citizens.

It may be said that comparatively few teachers are actually trained in normal schools. Even so, hence the first great demand—more trained teachers. The education of all her people is incomparably the most serious responsibility of the state. The state cannot afford to do poorly anything it undertakes, but to take to itself the responsibility of preparing all its people for citizenship and to do that poorly is nothing less than suicide, for the surest death of a state is in the degeneracy of its citizens, while its best life and hope is in its educated men and women. One who reads an occasional book on medicine and trusts to general information and common sense, with an indistinct recollection of how he himself was practiced upon, as equipment for the medical profession is called a *quack*. The law and public opinion deal with him unmercifully as a public enemy. To say there is not the same difference between a professionally trained teacher and one who is untrained as between a physician and a quack is to assert that there is no distinct profession of teaching; an assertion often made but which needs no refutation in this audience.

But the influence of normals among the common schools of the land will not be measured by the mere numbers who are turned out bearing their diplomas. The normal trained teacher among his unprofessional brethren is like the one man in the mass meeting who has a definite policy and a clear purpose before him. Whatever there may be of concerted action for professional improvement is almost certain to originate with him. The influence of a few bright normal trained teachers with clear-cut ideas of the meaning of public education will contribute largely to the elevation of the educational tone of any county. However little the leaven, it will contribute to the leavening of the whole lump.

Few questions are of more vital consequence than those pertaining to courses of study and the standards of instruction by which they are put into effect. The shaping of state, county or local course of study will usually be intrusted to trained teachers and grow out of ideals inculcated at the normal schools. These courses are the keels which hold the educational vessel in its onward course, preventing the drifting and veering which otherwise might follow every change of teacher or current of thought.

The average untrained county superintendent will rarely have ideals of teaching higher than the best of the work he sees, but if he be a true superintendent he will not be satisfied to tolerate the work of poor teachers as long as he sees how much better is done by those whom the normal has prepared. Normal schools will thus directly and indirectly set the standard of public instruction toward which the common schools generally will strive, but above which they will never rise.

After making full allowance for the tendency to exaggerate the importance of one's own occupation, I am satisfied that if the normal schools of the present and near future can rise to their opportunity, they may be a dominating influence in Southern development.

That the character of national growth may be predetermined with a reasonable degree of accuracy by educational policies is notably proven by the history of the Jews, of Prussia, and by other instances. In fact it is generally admitted. History will also, I believe, bear out the assumption that these educational

policies can be fixed by the schools which train the teachers. Modern Prussian greatness is the product of her teacher-training; a definite plan definitely worked out with a definitely foreseen result. To a less extent the same is true in France, England and the Northern United States. True, even to the definite effect of some absurd eccentric flights of normal instruction.

The influence in our own Southern states of one great normal college is even more marked. Established and supported with a definite plan, looking to specific results in fifteen states prostrated by war, it may be clearly seen that in thirty years the effect longed for in the great heart of George Peabody has been signally wrought through his noble gift. In what corner of the South will one not find the dominating influence which make for intellectual progress bearing the well known impress of Peabody College—safe and sane enthusiasm, progressive and inspiring conservatism. The spirit which has emanated from Peabody College for thirty years has made possible the present tremendous educational momentum in the South.

In proportion as the science of teaching is more fully developed now than in the past, in proportion as there has been established a more definite relation between studies and social practice, so the normals of today have greater possibilities for determining social progress than had those which have already done so much.

The opportunity implies the responsibility. The educational enthusiasm which is sweeping over the land lays upon normal schools no demand further than that they improve the golden opportunities for influencing rightly the social structure of the New South.

It will be noted that I am using the term "Normal Schools" to include all institutions for the *instruction and training* of teachers, whether distinct normal schools or normal departments of colleges and universities. A most important phase of educational progress is the abstract study of pedagogy and related sciences in universities, but though a necessary prerequisite, and though educational movements make large demands upon this class of work, it is not teacher training.

Excluded also are all kinds of institutions for *teacher cramming*, which begin by offering a short cut to certificates but

end in failure in that and worse failure in everything educational. Whatever they may be called these are not *normal schools*, and so far as I know the only demand which educational movements make upon them is that they totally annihilate themselves with the least possible delay.

The normal school should be what its name indicates, a school for the establishment of norms or standards. In its own curriculum, in the training it gives its students, in the ideals it holds before them, and in its influence upon the adoption of courses of instruction, the normal school should be a definite and positive factor and should stand boldly for those standards upon which its better judgment has decided that the intellectual character of a mighty people can best be built. I take it that there is no more urgent duty pressing now upon those who have to do with normal schools in the South than that we join our forces in fighting for truer standards of popular instruction. That certain prevalent practices in the way of superficial and unnatural teaching are essentially bad, there can be no doubt. Their injurious effects permeate the whole life of the people. Who is to denounce this malpractice of educational quacks, and who is to do the unpleasant, the thankless but all-important work of holding up right standards against strong antagonistic tendencies, if not those whose schools are named the schools of standards?

I cannot enumerate all those dwarfing, blighting influences which make this prime duty of normals a most pressing but unwelcome one. The demand for quicker transit from recognized ignorance into the self-satisfied frame of mind of the certificate holder, the discouragingly low salaries which are the material reward for normal training, the arrogance and plausibility of the "get-wise-quick" policy too common in independent normals, and the dependence of public normals upon appropriations made by legislative bodies whose members cannot count success except in the numbers enrolled, these are some of them.

Our standards must be carefully determined; they must be right and then they must be fought for to the last breath. In the fight some of us may go down; overwhelmed by the strength of opposition. But that is the way battles are won.

Here, as in all our work, we captains need a general. We must have a central normal to command us, that we may battle together for the common cause and not waste our energies through misunderstandings and uncertain aims. Some of the worst educational influences extant are called "normals," so that the word has sometimes almost become a reproach. How shall the public judge among us? We need one high authority for the whole South. We need a central normal college to say what is the true and what the false in educational standards, to train teachers for the normal schools and to equip educational leaders.

In failing to infuse among their students a high respect and deep love for their profession normal schools are neglecting a grand privilege and a pressing duty. A deadly bane to any profession is a lack of pride in it on the part of its members. When a physician or a lawyer puts the acquisition or additional fee before his professional dignity and pride he sacrifices the respect of his brethren and the public. In the case of a teacher whose work is largely the building of characters, and an incident of whose profession is that he must be a model for the community, how much more should professional pride and dignity be a primary motive in determining his conduct! Especially as the rival motive, the financial one, is so hopelessly weak. Yet is it not true that the average teacher has deplorably little respect or admiration for his profession? During the early part of life he thinks of it as a stepping stone to almost any other profession or occupation, and his chief ambition in his work is to get out of it with the least delay. Later in life those whose abilities have not enabled them to succeed in this ambition look upon their professional work as a kind of involuntary servitude to which they submit with poor grace. With such a spirit prevailing it is not to be wondered at that men and women of the character who would shed most luster upon the teachers' work and would most rapidly advance it to a higher plane are driven to other fields of effort, thus making the objections even more plausible and real. What wonder is it then that ours is the poorest paid profession? What wonder is it that the profession is looked down upon, that the rank and file of teachers are popularly thought of as well meaning but weak and ineffective members of the social organization, that

those who prove themselves incapable of doing anything else are thought of as "fit for nothing but teaching"? What wonder is it that it is an open question whether teaching is or ever will be a profession at all?

Recent educational movements demand a new teaching profession in which every member shall know that his occupation is based on a well established science, that he is a master of the science and of the arts of instruction that have grown out of it, that upon his work and that of his professional brethren, more than upon that of any other class of the world's workers, rests the hope of the nation and of humanity. When the teacher shall stand forth before his fellow-men, not vainglorious, but strong and confident in the knowledge that he is master of a noble profession, that he is a chief contributor to the public welfare and that as such he is entitled to the highest respect, the highest confidence and the highest remuneration that his fellows can give; when that supreme self-respect has characterized our profession, when the actual worth of its known contribution to human progress has won for it a material compensation commensurate with its worth, then shall we see the choicest of the nation's manhood and womanhood seeking this field of effort and distinction as in the past men have sought promotion through the law, medicine, the ministry and commerce. There will then be no more the problem of how teachers' salaries may be increased than there is now a problem of how lawyer's fees may be augmented. The laborer is worthy of his hire, but the compensation of a worker is fixed by the value of his work as appreciated by himself and those for whom he labors. Through such a lifting of the educational profession there will result a lifting of all educational influences and hence of the result of all educational effort.

The definite inauguration of a movement in which teachers shall systematically infuse into every child, and, so far as practicable, into every citizen coming within their influence, a fitting respect for public schools as the most important of governmental functions, as that work of the state upon which its progress and safety is most dependent, is another phase of the same general duty of the normal schools.

Among the most important arithmetic problems which teachers should learn and teach to every child is this: If a high

school education increases a man's earning capacity at least \$50 a month, how much is it certainly worth to him in a life time? If his schooling is worth so much to him, how much of this does he earn every day he is in school? If each day of schooling is worth \$10 to the boy, (this can be shown to be the least value reasonably assignable) and one day lost from school takes half the value from the work of three other days, how much a pound did the twelve-ounce trout caught on the day he went a-fishing cost him? Make his father figure out in the same way how much he paid—out of the boy's life—for the fodder he kept him home to pull. This is not an ideal method of valuing his education, but it is apt to strike home.

Our people must learn that there is no other interest of this life so important as the education of their children. But the first step in making the people learn this is to make it true. It will not be true until we have trained teachers in the schools. And trained teachers must mean something more than that they have normal diplomas. Normal diplomas must mean professional equipment in the truest sense.

The normal is but one stone in the educational structure, but if we may liken the school system to an arched entrance way through which a people must pass to national greatness, I should call the normal the keystone of that arch. It is by no means the whole of the system, but it is the institution which gives stability and effectiveness to all the others. I have already stated that the normal may be expected to shape the common schools. Its influence upon university instruction should scarcely be less, whether in the possibilities it opens to the universities through the character and number of students fitted for its work or in establishing the relations between the products of its study and the life of the people.

Between the university and the masses is a great gulf fixed barring both the ascent into the realms of higher learning and the yet more important reaction of that higher thought in bettering the conditions of the people.

In the South we are just getting laid the stringers of the splendid bridge of grades and high schools by which the people can cross the gulf and go up into the higher intellectual land. But the classical ideals of the old South are still too prevalent, and the young man who passes over that bridge or buffets his

way across the waves of practical difficulties which dash beneath it, too often goes to a land whence he returns no more. He goes into another life and is lost to the people from whom he went out. Or if he return he comes back with his intellectual gains securely packed in a strong chest labelled "culture," which he stores away and seals up in a vault of forgotten things. Or perhaps he ornaments with them his person and his house. But how seldom is the intellectual gain brought back from the university to the daily life of the people, negotiable for immediate investment in the concerns in which he and his fellows are engaged.

It has been well said that an intelligent relation of the school to society means, not only that the educated citizen must be good, but that he must be good for something. The public which maintains the universities demand that the fortunate ones whose aptitude fits them for the trust go there and bring back some knowledge, some power, which they will turn to use for the general benefit of the tax paying commonwealth. It is not sufficient that they merely give tone to the social body by their own excellence, but that that excellence contribute something to the betterment of others.

At least so far as pertains to the result of higher thought and investigation in psychology, child study, and all that enters into the shaping of educational thought and practice, the normal school must both construct and constitute the bridge for return and its teachers must instil the doctrines, train in the methods and breath out the inspiration which originates in the university. If the university be given credit for all the investigations into the nature of the child and the nature of studies and the nature of the effects of these studies in the development of the child, if in its laboratories are discovered and formulated all the laws of education, which concessions we make for the sake of argument only; still it is helpless to bring these results to bear upon the actual workings of the common schools. When the university has done its best the results of its efforts are still in the air, and the country schools, where the future of the land is building, will yet go on in the old-fashioned way of grinding out grammar and mysteriously juggling with arithmetical puzzles.

Universities and government bureaus of expert investigation

are constantly gathering information and making discoveries which if intelligently utilized by the workers of the land would multiply their earning capacity many times over and thus lift them to higher conditions of life. But because the common schools in which the masses were removed from the list of illiterates so miserably failed in the performance of their duty, this product of higher thought goes commonly to waste.

Some time ago I was in the postoffice of one of the minor county seat towns of this state. About the room were scattered a number of copies of the year book of the department of agriculture, left there by the addressees as not worth carrying off. Upon later examination I found information in that report that, if intelligently applied, would double the earning capacity of nearly every acre of farm land in that county. These men are not listed in the census as illiterate. Probably they had all attended school for some years.

Under the direction of normals the schools must bring it about that every tiller of the soil and every other American citizen will be able to read intelligently and make use of the results of all such higher study conducted for their benefit.

But I am not satisfied that it is without the province of the normal school to constitute itself a laboratory and faculty of educational research. Unquestionably the broader principles and the larger truths will emanate from the school whose range of vision, ideally at least, is designated by its title, "Universitas." But the bulk of the best thought directly applicable to the processes of teaching is coming and will increasingly continue to come from schools where teachers are actually trained. Especially are such vitally important questions as these to be answered by the normals: How shall we teach arithmetic? Why do we teach as we do? How can we teach it otherwise to produce the same desirable effects and to avoid the undesirable and to accomplish it with greater economy of time and effort? —of time, because it is the most precious of childhood's possessions and one which cannot be replenished; of effort, because a thousand fields of effort overgrown with the weeds of neglect are promising the richest of harvests in return for their cultivation. In short, hedged in and safe-guarded by the restrictions of broader principles laid down by university investigation, the normal school should ever be finding the true meaning of

school processes in social practice and intelligently modifying the one to meet the highest demands of the other. The graded school and the high school constitute the bridge over which the passage to the university will become practicable for such of these masses as are capable of making it. The determination that this bridge shall be is one of the most important of the educational movements which I have mentioned. But that determination formulated into statute and backed by liberal taxation is not sufficient to make the bridge safe, practicable and permanent. Laws and money are of no avail until competent builders are found. The successful construction of the bridge of common and high schools by which the citizens of the future South must pass from intellectual and industrial dependency to the promised land of fullest mastery over their environment, is clearly a demand laid upon the normal schools.

The university is a school of specialization. Young men and women are formed before they enter its doors. They go to the university with their capacities fixed by earlier education to prepare for a vocation or to pursue studies already selected. The accomplishments of the higher institutions will be predetermined by the ideals and the capabilities of those who go out from those public schools which we, in the normal schools, are building.

A few weeks ago there occurred an educational movement minor in its extent but most significant in its bearings. I refer to the visit of the authorities of the University of Georgia to the University of Wisconsin. Does this mean a further awakening to the realization that schools should have a more vital bearing upon social activities? Universities of the type of that of Wisconsin are state centers of thought and uplifting influences toward which the best young manhood and womanhood of the commonwealth is drawn in great numbers and from which it goes out to contribute to the material betterment of the people. The key to this influence is a spirit of research. The difference in the new type of university and the old seems to consist in that the former turns its eyes to the present and future and values the past only as it contributes to the future while the latter still looks upon the past as the sacred ideal of learning. The progressive spirit that has built Atlanta, Birmingham and Jacksonville and infused those who dominate

the modern world of progress has reached up from the factories and commercial centers and has at last taken hold of the bulwarks of conservatism, the reverend universities. Now let the normal schools spread the infection of this spirit until every country school has caught it and the land will soon be revivified.

We would not sacrifice any of the spirit of chivalry or of culture, nor would we imbibe that froth of dollar worship and agnosticism which is too often mistaken for modern thought, but we would have infused into the spirit of public education that which in my mind is most lacking there—an abiding faith in the environment in which the child of the South has been placed by a kindly disposed Providence and a recognition that God has planted nothing about him over which he is not to be master. We need in the South a national translation into modern life of that most ancient Scripture, the first commandment given to man, "Replenish the earth and subdue it." There is needed a reverently virile spirit which will look upon the earth as waiting for the coming of man, the conqueror, when every tree and every stone, every running brook and every hillside and plain will awaken in the soul of the coming citizen the question, for what service to me was this placed here by the All-wise Creator? This is no despicable utilitarian attitude. I would be far from having that question formulated, How can I turn this gift of God into dollars? But in a nobler spirit I would have him ask, How can I make this contribute toward the highest and most complete development of myself and my fellow man? Whether by contributing to the material substance upon which our physical welfare depends, by relieving us from the drudgery of providing for our physical being at the cost of all our energies, leaving none for higher things, or whether it can be made a lovely thing upon which our eyes can feast and our souls enrich themselves, or whether it is something in the contemplation of which we may discover new laws and principles, new beauties, aye, in which we may "read again the thoughts of God."

Whatever may be the true relation between a child of the South and that which has been placed about him, let his mind be turned toward these things of his environment that he may better know what is his present stage on the ascent into more

complete living, for which he was created, and how he shall climb higher.

By early developing the mind, eye and hand through manual training, early opening the book of nature through nature study, by means of local geography, the principles of agriculture, drawing, and whatever will arouse his interest in and develop his knowledge of the things about him, let him be led into a familiar acquaintance with the earth which he is to subdue and replenish. Thus early brought into loving relation he will ever be contemplating these his fellow creations, and when ten million Anglo-Saxon children of the South are thinking of their environment a new industrial era is not far off.

There is a phase of this spirit which the school of the South may well imbibe from the progressive school systems of the Northern states. There is something we can learn from the schools of Germany. England has a contribution which we may well accept. And so we may gather something in the way of example or warning from almost anywhere, but there is no perfect model. The experience of time, the intelligent direction of educational oversight, the theories of philosophers, the inspiration of religious faith, all are needed to wisely select and bring to bear the influences and inspirations which will determine the ideal spirit which we would have dominate in the ideal New South.

There is work here for all, but the activity of the normals is essential to convert the best thought and ideals into effective instruments in the hands of trained workmen who will utilize them in developing the children of the land.

DISCUSSION.

DR. CHARLES E. LITTLE, Peabody College for Teachers.

The modern era is industrial and commercial in the world of raw material, in the enterprises of production for consumption, in the devices for saving and providing wealth for the future; and inevitably so in education, too. For by education all the

other processes are to be conserved and hastened, or else the modern world will none of it. Whether we like the fact or not, this is the fact and we are called upon to face it, fairly and without flinching.

Many problems are raised; for this tendency in modern life has its good and its evil. If it were all good, the existence of any serious problem would be impossible.

Our schools for training teachers must give us men and women who can do things. Learned theorists are all very well, but the world feels that we have had enough of them. You may feel sorry for the world, like a friend of mine who lately said to me, that the age which worships Roosevelt as ideal statesman and American and adores Kipling as ideal poet and man of letters is in a bad way; a most disgustingly bad way. I do not share this opinion absolutely. I know the dangers of the strenuous, healthy temperament; at its worst we have animalism, sensual tolerance, greed, valuation of wealth as character, of good digestion as religion. But has not the other point of view fully illustrated its weak spots also? One of the worst, perhaps, is the cloistered aloofness of learning, withdrawal from the vital work of the world, from its joy and delight in achievement, from its optimism and enterprise.

There is an historical reason for the teacher's segregation from the general current of life and for the slur hurled at him of being a mere theorist in a work-a-day world. Church and monastery set his tone and made his type. Now we have a new cluster of historical conditions, and they will inevitably continue to mould, as they are moulding, a new type of teacher.

Some of the specifications demanded may be thus set down:

1. The schools must turn out men and women of scholarship as heretofore; no quacks and get-learning-quick advocates can be trusted.

2. The schools must turn out men and women impressed with the fine optimism of doing the every-day work of the world better and better, to advance mankind in greatness, industrial and commercial, as well as intellectual and spiritual.

3. The schools must have a different atmosphere if this is to be done. Normal schools are attended largely by women. Here at the start is an unnatural state of things. Co-education has the strongest claim in that a school of this sort is life in miniature, a small world of men and women working and

thinking together. But where men are in a hopeless minority or altogether absent, the argument for co-education is seriously damaged: we have not a bit of the world, but a country of the Amazons. This serious drawback in our normal schools is somewhat relieved in the departments of education connected with the universities and higher schools.

4. The schools must fit the teacher to be a part of life in the large, not an isolated scholar or pedagogue. The badge of the long face and the long-tailed coat must be discarded. The factors that make for this must be fostered in the schools that prepare teachers. These elements which enrich study are numerous but fairly well exemplified in our best colleges: college enterprises, social culture, self-direction in literary societies and clubs, college sport, college loyalty and spirit. The aim is to make a joyful, natural, wholesome man and woman capable of earning a place in any department of life, but specially equipped for school work.

The strength of normal schools is well known, their definite aim and professional solidarity raise them justly into high regard. Their weakness is the outgrowth of the very state of things. For in actual teaching not more than twenty-five per cent. are men; so in the normal schools themselves. The danger here is of degeneration into female seminaries, and this danger is a real one. All of us, when we think of this possibility, are ready to join devoutly in the prayer: "From this and all other evils, good Lord, deliver us!"

But there are those of us who believe that a solution can be found. We will not be forever baffled. The difficulties that beset us are numerous, but we are sure that the good in our situation will overcome the evil. With this faith in us we are ready to continue the battle and make hard circumstances yield us a victory.

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